

DEMOCRACY IN EDUCATION ☆ EDUCATION FOR DEMOCRACY

NOV 23 1942

★
Struggling to
get the scrap in,
in this picture are
David Poska,
Robert Meitz,
Ronold Hunter and
William Houlihan
of the George Dewey
School, Chicago

★

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH



Published by the
AMERICAN FEDERATION
OF TEACHERS
NOVEMBER, 1942

The American Teacher

DID YOU Know That?

MINNIE RIO, a teacher in the McKinley School in West Harvey, Illinois, has been elected president of the Lake Shore Division of the Illinois Education Association. Miss Rio organized the South Suburban League of AFT a few years ago.

GEORGE PROVOST, executive secretary and past president of the Buffalo AFT, is running for assembly in the Sixth District on both the Democratic and American Labor Party tickets.

WILLARD MILLSAPS, President of Local 246, the Chattanooga and Hamilton County Union, has been elected principal of Soddy-Daisy High School, Chattanooga, Tenn.

DR. PAUL PREISLER, member of Local 420, St. Louis, and former national vice-president, also a member of the faculty of Washington University School of Medicine, has been commissioned a Captain in the Sanitary Corps Medical Department of the US Army, and is stationed at the army hospital in San Antonio, Texas.

MARK STARR, ILGWU educational director and member of Local 189, is running for State Assembly in the 2nd Queens District on the American Labor Party ticket.

EDWARD R. ABRAMOSKI, president of Erie, Pa. local, has an article in the current issue of the *Athletic Journal*, entitled, "Touch Football Adapted to the Classroom."

HELEN MAGRANE, treasurer of the Erie, Pa. local, has resigned her position as teacher of physical education to accept a personnel position with the Republic Aviation Corporation, of Long Island, New York.

The Pueblo, Colorado, Teachers Union gave a subscription to the *AMERICAN TEACHER* to the McClelland Public Library, so that the townspeople could read the magazine.

TEACHERS UNION In Action!

Pittsburgh AFT Tests State Tenure Act

Local 400 of Pittsburgh has been involved during the past ten months in testing, through legal proceedings, the question of whether or not a school board can evade the provisions of the salary schedule as set forth in our state school laws. The Pennsylvania Tenure Act is also being tested by this case.

It has been the practice of the Pittsburgh School Board (and many other boards of education in Pennsylvania, we understand) to elect teachers to a junior high school position while placing them either on a part or full time senior high school teaching schedule. The school laws set up salary schedules for every type of teaching position in the public schools.

Mr. John B. Melvin, vice-president of Local 400, was elected to a junior high school salary classification; yet, from the time of his election until 1935, Mr. Melvin's schedule included senior as well as junior subjects. From 1935 until December, 1941, he has taught only tenth, eleventh, and twelfth grade commercial work.

When Mr. Melvin protested his junior salary and asked for an adjustment, he was immediately moved from the high school in which he had taught for ten years, to a junior high school where he is teaching seventh grade science, a subject which he had never before taught. He accepted this change under written protest.

The Union immediately requested a hearing on demotion as required by our tenure law. This the school board refused. Following our appeal, the state superintendent ordered the school board to grant a hearing on the basis of demotion. The school board appealed this order to the county courts and asked the court to decide on whether or not there had been a demotion. This did not follow the procedure set by law; therefore our attorneys moved to quash the appeal. In this we succeeded. (Many tenure cases in Pennsylvania have been won or lost because incorrect procedure had been followed by

either school boards or teachers.)

What our next move will be is difficult to say since the school board's solicitor stated, in an interview with a news reporter, "The court ruled we couldn't appeal, but didn't say we had to obey Dr. Haas' (state superintendent) request." For ten months the board has used every possible legal maneuver to delay a decision in this case. But, like the thirteen New Jersey teachers, we intend to carry the case to a definite conclusion.

The Melvin case will: (1) test the validity of the state salary schedule; (2) determine what constitutes a demotion; (3) determine whether or not the procedures provided by the Pennsylvania Tenure Act must be followed.

A favorable decision in the Melvin case will benefit all Pennsylvania teachers. Approximately one hundred teachers in Pittsburgh who are now on junior salaries, although teaching senior subjects, will be able to claim their right to receive senior salaries.

MILDRED SNODGRASS

Indianapolis Organizes for Independent Board

Last May the *AMERICAN TEACHER* carried an article entitled "Behind the Indianapolis Schools." In this article it was brought out that for the last 12 years the Indianapolis schools have been administered by boards of school commissioners which have been sponsored by a group known as the "Citizens School Committee." It was further pointed out that this committee is financed and presumably controlled by legal and business interests. It was revealed that the attorney for the school board, who is also attorney for several large public utilities, is one of the leading figures in the Citizens Committee. This attorney draws an annual retainer of \$2500 from the schools. The Citizens Committee and the school board are supposed to be non-political, but the attorney for the board is district

(Continued on page 22)

The American Teacher

Published by
The American Federation of Teachers

AFFILIATED WITH THE
AMERICAN FEDERATION OF LABOR

GEORGE T. GUERNSEY, Editor

Editorial Board: Helen Taggart, Chairman; Arthur Elder; J. C. Harger; and Irvin R. Kuenzli.

November, 1942

Volume XXVII

No. 2

COVER, *Chicago Sun* photo

TEACHERS UNION IN ACTION.....	2, 22
LABOR'S PROGRAM FOR FEDERAL AID by Selma Borchardt.....	6
DEMOCRACY AT THE CROSSROADS by Willard W. Beatty.....	8
EXCERPTS FROM THE 1942 AFL CONVENTION REPORT	10
NATIONAL CHURCH COUNCIL FINDS URGENT NEED FOR NURSERY SCHOOLS.....	16
BOOKS AND FILMS.....	18
THE WORKER, HIS JOB AND HIS GOVERN- MENT by Florence E. Clark.....	19
LABOR NOTES.....	20
SECRETARY-TREASURER'S PAGE by Irvin R. Kuenzli.....	30
PRESIDENT'S PAGE by John M. Fewkes.....	31
CONTRIBUTORS	32

Entered as second-class matter Oct. 15, 1942, at the postoffice at Mount Morris, Ill., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926.
SUBSCRIPTION: \$2.50 for the year—Foreign \$2.60—Single copies 35c. Published monthly except June, July, August and September at 404 N. Wesley Ave., Mount Morris, Ill. Editorial and Executive Offices, 506 S. Wabash Ave., Chicago, Ill. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, draft, stamps or check.



PRINTED IN U.S.A.

NOVEMBER, 1942

President Fewkes Speaks Over National Radio Hookup

Featured speakers on the "Labor for Victory," national radio program, October 18 were George Meany, AFL secretary-treasurer, and AFT President John M. Fewkes. After Mr. Meany emphasized labor's role in winning the war, Mr. Fewkes stressed the Toronto Convention's action on post war problems. He said:

"First, the American Federation of Labor insisted on the utter destruction and extermination of the evil genius of Nazism and Fascism which is responsible for the sufferings and the slaughter of millions of human beings today. Second, we demanded immediate restoration to the victims of the Axis powers of their individual and national freedom and independence. Third, we urged that the nations of the world conclude a permanent and just peace, based upon a code of international fair play and security for all peoples—the kind of security that can come only from universal application of the Four Freedoms enunciated by President Roosevelt."

Asked what special responsibility labor would undertake at the peace table after the war is over, Mr. Fewkes said:

"We would make it our business to prevent selfish deals by international politicians and to insist on a new deal for the entire world. I am confident that the statesmen who govern the United Nations will support us to the limit in this endeavor."

After voicing a scathing indictment of Nazi and Japanese crimes against humanity, Mr. Fewkes concluded:

"Facing these facts, the sixty-second annual convention of the American Federation of Labor resolved that such things must never be permitted to happen again, that this war must be won at whatever cost and that we must win the peace to banish such outrages for all time."

AFT Prevents Misinterpretation Of Stabilization Board Ruling

Two AFT Locals, New York and Detroit, acted quickly to prevent school boards from misinterpreting the recent ruling of the Economics Stabilization Board and the War Labor Board.

Immediate action on the part of the New York Teachers Guild was followed by the prompt rescinding on October 16, of an order to stop payment of teachers' annual salary increases, issued by Dr. John E. Wade, superin-



tendent of schools. Dr. Wade had announced, on October 15, that the increment due New York City teachers in October would be withheld, pending interpretation by the Economic Stabilization Board, of its salary freezing regulation.

A wire to Dr. Wade from the Guild Counsel pointed out that increases under an established plan based on length of service are not affected by the Washington regulation. This was recognized by the superintendent of schools and corporation counsel in rescinding the order.

The October issue of the "Detroit Teacher" carried the following protest:

"Since the Federation initiated the move for the maintenance of salary structure as well as for the long overdue salary increases, we are particularly concerned that the teachers get a square deal. There seems to be no apparent justification for withholding teachers' increments since the money for the Board of Education payroll was appropriated last March for the fiscal year beginning in July. This looks like one of those ways in which the City Hall intimidates city employees, this time holding the threat of the President's proclamation over our heads. In this instance, with the money already in the current budget, what explanation will be made to the tax-payer who granted six months before the President's message, the increases for this year? What becomes of that money?"

Urges Teachers to Organize

J. W. Noseworthy, the Canadian Commonwealth Federation member of Parliament whose spectacular victory over former Premier Arthur Meighen in South York last April attracted international attention, discussed the status of

At the Toronto Convention

Reading from left to right: Mr. Galarzo of the Pan-American division of the Rockefeller Office in Washington, D.C.; Rivera Martinez, delegate from Porto Rico to the AFL Convention; George Harrison, president of the Railroad Clerks' Union; Miss Martinez, daughter of Rivera Martinez; Dr. E. A. Hardy, past-president of the Canadian Teachers Federation, and John M. Fewkes, president of AFT.

school teachers in the course of an address he delivered to the Steel Workers' Organizing Committee.

Mr. Noseworthy knows what he is talking about, because teaching is his profession.

"Teachers are the most oppressed group of workers in this country," he said. "The reason is, they haven't the intelligence to organize themselves into unions.

"Wages are so low teachers are leaving the school rooms to enter the more lucrative field of industry. As a result, the school system of Ontario is being greatly weakened, because teachers who lack proper educational qualifications are taking the jobs vacated by more competent teachers.

"Labor is far more important to victory in this war than in any other war in human history. Without the backing of the man in the factory, soldiers, sailors and air pilots are useless."

War Raises New Challenge For Trade Union Service

It will be more difficult as the war goes on to increase wage rates in the usual way of collective bargaining, because of the opposition of the government to general wage increases. But that does not mean that unions cannot take effective action to help the living standards of their members. They can do that by providing unbiased consumers' education for their members, so as to increase the buying power of their dollars in terms of welfare and real worth.

National and international unions could and should start a department of consumers' education to give honest information, not the biased "facts" provided by com-



mercial advertising, on the real worth in terms of durability for different brands of clothes, the actual value of common household or druggist supplies, and the nutritional value of various kinds and brands of food. To take a glaring example, white eggs in the New York area average three or four cents a dozen more than brown eggs, yet there is no difference whatever in their nutritional value; it is simply consumers' prejudices, ignorance and habit that cause the spread. It is estimated by experts that a housewife who was fully informed on the technical subject of nutrition could save up to 15 per cent in food cost and keep her family as healthy or healthier than before.

In defense areas where decent housing is scarce, local unions could help their members by establishing an information center on available housing facilities, and could be of service both in getting decent accommodations, perhaps with other union members, and in getting their rights as boarders or tenants under the rent control regulations. If there is gouging in the charge for space for trailers, a local union could buy or hire a field and make it available at cost or thereabouts for those of its members who were forced to live in trailers.

An important part of increasing wages by raising the purchasing power of the consumers' dollar is helping to start consumers' cooperative stores if there are none in the area or prodding the store into going into new lines, such as clothing, if none already exists.

Consumers cooperatives have been endorsed by resolutions of both the AFL and CIO. They have immense worth to consumers, not so much in cheaper prices, as

in guaranteeing that there is no scrimping on quality. As price ceilings become tighter, deterioration in quality is something more and more to be feared unless consumers are more than usually alert, or control their own stores.

Consumers cooperatives in the United States are nothing like as important in the field of retailing as are the cooperatives in other countries such as Great Britain or the Scandinavian nations. One reason for this lack of consumers cooperatives here is their lack of capital, which makes it very difficult for a group of consumers to get a store started on a proper basis so that it can compete on equal terms with chain stores. Local unions might under proper safeguards lend money to established cooperatives so as to make expansion of their facilities possible, in order to enable them to serve the union members more efficiently, get all the discounts from paying cash, or open up branches to meet the needs of union members in other parts of the same city.

Credit unions could and should be established much more frequently under the supervision of local labor unions, to keep union members out of the clutches of loan sharks who charge 3 per cent legally in some states and get away with even larger charges in certain cases.

In all these and other ways a department of consumers' education run by a union for its members could gain the equivalent of a 10 per cent or 15 per cent wage increase; an advance which will be increasingly difficult to obtain in the form of a direct wage increase, as war comes more and more to dominate our economic life.

ALFRED BAKER LEWIS

Teachers and the Labor Movement

Reprinted from the *Minneapolis Teacher*

Although a great many reasons might be advanced as to why the labor movement is crucially important to teachers and to public education in America, I should like to concentrate upon only two. These are, first, that the labor movement has throughout its entire history been one of the leading friends of free public education in all its branches; and second, that in a very real sense, the labor movement represents the heart of democracy itself.

As to the first point, a study of the development of public education in this country reveals that at almost the beginning of the 19th century, labor, although weak in power, was nevertheless a major force in bringing about free education. This is a chapter which has been woefully neglected in our history texts, but it is one which all competent students now admit. Since that time, labor has consistently fought for free textbooks, vocational training, honest treatment of controversial issues, adult education, smaller classes, and a thousand other reforms. One need only read the remarkable pamphlet, "Labor and Education," issued by the American Federation of Labor, to see how at every convention from 1881 to the present the AFL has been in the vanguard of educational advancement. Today, when in Minneapolis and in many other cities education is faced with re-

trenchment, labor again is and will be in the forefront of the fight to protect teachers and services from the forces of reaction.

The second point rests upon the assumption that democracy is a society operated by and for the interests of the majority of the people. If this conception is granted, then it follows that the teacher is most loyal to democracy when he recognizes that it rests upon such interests. But the majority of the people are wage-earners, whether they be wearers of "blue overalls" or "white collars." It is true that many of them do not yet belong to labor unions, but it is also true that an increasing number of them do belong; and whether they do or not, it is the labor movement which represents them most effectively and intelligently. Although the responsible teacher need not and should not orient all of his teaching in terms of labor values in a sectarian sense, it is his right and his duty under a democracy to align with the great majority of wage-earners to which he or she belongs. In so doing, he is not only not disloyal; he is, on the contrary, loyal to the essence of democracy itself. Just as labor serves him through protecting and expanding the services of public education, so it is his duty to serve labor if he is to be a truly responsible and loyal teacher within American society.

THEODORE BRAMELD

Labor's Program for Federal Aid

The national legislative representative of the American Federation of Teachers traces the role of labor in the fight for federal funds to provide more adequate schools for all.

By SELMA BORCHARDT

IN 1917, the American Federation of Teachers, with the active help of our parent body, the American Federation of Labor, led the fight for federal aid to the states for a program of vocational education. This was the first nation-wide, all-states program of cooperative educational financing. It was a great step not only in recognizing the need of federal support for popular education, but also in recognizing the importance of non-academic training as an integral and important part of every citizen's education.

In the nineteen-twenties, the NEA led the fight for the establishment of a US Department of Education with a Secretary of Education in the President's cabinet. The campaign for federal aid was made a part of this fight.

The movement remained largely academic until the depression of the late twenties and the early thirties gave rise to a new and very urgent demand for emergency federal aid to help keep the public schools of America open. Poor states became even poorer; rich states lost much of their usual state revenue, by the reduction of possible taxable wealth within a state. The welfare of every American child was challenged.

In 1930 the American Federation of Teachers opened the fight for emergency federal aid. Others later joined us in this fight. The fight was lost until 1934 when some little emergency relief was distributed in some states. In 1935 the American Federation of Teachers again led the way. On March 20, 1935, Senator Bronson Cutting offered an amendment on the floor of the Senate at the request of the American Federation of Teachers, to earmark relief funds for the schools. He announced on the floor that he was offering this amendment at the request of the American Federation of Teachers. (See the *Congressional Record*, March 20, 1935, page

4062.) The amendment was adopted.

In the meantime, many other groups were also actively at work pressing for federal aid. Many bills were introduced setting forth programs for a permanent program for federal aid. The method of allocating the funds and the plans for administering them differed from bill to bill. In 1934, the American Federation of Teachers announced the principles which it believed should be embodied in any federal aid legislation.

1. Separation of an emergency aid program from a program for permanent relief.
2. Allocation of funds among the states on the basis of relative need of the states.
3. Distribution of funds within the state, in keeping with state law, and safeguarded by the following guarantees:
 - (a) Equitable distribution among the parts of the state in keeping with relative proved need of each part; equitable distribution among all levels of education.
 - (b) Equitable educational opportunities for all students in the state.
 - (c) No discrimination because of race, color, creed or nationality.
4. Proper supervision of the expenditure of all funds.

These principles still hold.

In 1934 a study of the use of federal vocational education funds was made jointly by the US Children's Bureau and the US Office of Education. The findings of this study were shocking. (See the Sandrett Report.) The report showed the need for a better form of organization and supervision of this work. In July, 1935, President William Green sent a protest to President Roosevelt setting forth the facts contained in the Sandrett Report and asked that a Committee be named to reorganize the vocational education program which comes under the federal government. (See the AFT Legislative Representative's report for October, 1935.) The President named a committee "to study the use of federal funds in education."

In the meantime the pressure continued for a general program of federal aid to the states. There was no agreement among the many groups supporting this principle regarding the manner in which such federal aid was to be allocated among the states and distributed within the states. The President then enlarged the committee he had already appointed, and instructed it to study the entire field of federal participation

in education. The chairman of this committee was Dr. Floyd Reeves, a member of the American Federation of Teachers.

The recommendations of the Reeves Committee were in complete harmony with principles which the American Federation of Teachers had enunciated in 1934. The legislation which was subsequently introduced, which purported to implement the Reeves Report, deviated in many ways from the principles the report enunciated. No legislative action has been taken on these bills.

The fight for federal aid continued. Unfortunately, some teacher groups have been led to believe that "federal aid is around the corner." They have been told that "with proper pressure we can put it over." But this is not true.

The American Federation of Teachers has continually told its members: "We believe in federal aid. With the help of the American Federation of Labor we can put it over *if* an acceptable program can be agreed upon. There is absolutely no likelihood of having legislation enacted for permanent federal aid at this time, as is proposed in the bills now before Congress."

The present war has intensified the need for federal aid. States' incomes have been cut because of the reduction of tax sources within the states.

In the May, 1942 issue of the *AMERICAN TEACHER* there appeared an article setting forth the legislative situation in Washington regarding federal aid. In brief, it pointed out that:

1. There is no likelihood of the enactment of any legislation setting up a permanent program of federal aid at this time.
2. The mixing of a permanent and an emergency aid program helps neither, and hurts the program.
3. There is a chance for getting emergency aid for the schools at this time either through
 - (a) Substantive Law (weak chance)
 - (b) Appropriation Bill
 - (c) Executive Authorization.
4. Emergency Aid is most likely to be had for:
 - (a) Funds to keep needy students in college.
 - (b) Funds to train teachers in special fields of work.
 - (c) Funds to combat adult illiteracy.
 - (d) Funds to help keep open the schools by making available basic salaries for teachers at a decent minimum level.

(This article was not intended to have reference to the government's vast program of vocational training for the war effort.)

At this time, the major points set forth in this article still hold good. Because the American

Federation of Teachers is an integral part of the American Federation of Labor, its program of action enjoys a particularly happy position. Labor with all its power and prestige fights for the program of the American Federation of Teachers!

A special strategic position is enjoyed by Irvin R. Kuenzli, secretary-treasurer of AFT, who serves as a member of the Education Committee of the American Federation of Labor. He presents and interprets the program of the American Federation of Teachers to the American Federation of Labor and gets their active support.

Last June, the Committee on Education of the American Federation of Labor adopted the following program:

The American Federation of Labor will continue to support a program for continuous federal aid to the states for education, to be allocated among the states on the basis of relative need for such aid by the several states, and to be distributed within the states in such a manner as to assure to each child his equitable right to an education; to afford to the states the full opportunity to develop and enrich educational opportunities for all persons of every age, in every walk of life, without any discrimination because of race, creed, color or nationality.

The American Federation of Labor, while supporting this long-range program, is cognizant of the relation of the long-range program to the present emergency in school finance.

The American Federation of Labor recognizes:

1. The necessity of setting forth now the principle of adequate federal aid for education in any post-planning program.
2. The difficulty of planning now the form of federal aid which will be needed after the war.
3. The necessity of having any program of permanent federal aid not only safeguard states' rights, but also demand the exercising of the states' duties in education.

The American Federation of Labor believes that the immediate emergency in education requires:

I. Federal aid which shall

- A. Be separated from a permanent aid program—both as a matter of principle and as a matter of expediency.
- B. Give immediate, adequate, emergency aid to keep schools opened by providing funds for:
 1. Maintenance of minimum wages for teachers in the states, with federal aid. **NO TEACHER IN THE UNITED STATES SHOULD BE PAID LESS THAN \$1500.**
 2. Teacher placement in cooperation with the

United States Employment Service and the state educational authorities.

3. Teacher transportation from places where surplus teachers are available to places where they are needed.
4. Teacher training in special subjects in which a shortage exists.
5. Special training for special fields in which a shortage of workers exists. (For example, engineers.)

II. A careful study of all the factors involved in the number of vacancies in the school systems today.

- A. Is there an actual shortage of trained teaching personnel or is there a shortage of teachers' pay which forces highly trained workers to leave their professions at this critical time, to accept positions in unskilled manual labor at a rate many times higher than their teaching would pay them?
- B. Is the teacher actually recognized as a highly valuable member of society, or are sentimental twitterings used to camouflage the actual disregard of the community for the work of the classroom teacher?
- C. Is school administration actually democratized to such an extent that the teacher is given a *functional* part in planning school organization, or is the teacher merely made to accept the detached, academic formulae offered by her well-meaning, but actually autocratic school administrators who substitute glowing phrases about democracy for actual democracy in a school system?
- D. Have school systems become so artificially standardized and so run through with empty sentimentality, that the joy of teaching, the right of initiative, the desire to give *practical* guidance to the pupil have been taken from the teacher, and she welcomes "escape" to a job

where a worker is given more power of initiative on the job?

- E. Will the superficial training of large numbers of additional teachers now advantageously affect the type and supply of teachers in the post-war period, or would it be better to use available funds to keep well-trained good teachers on the job now?

III. That federal funds be made immediately available to establish a nation-wide program to combat illiteracy.

- A. To train as teachers qualified persons in the technique of educating adult illiterates.
- B. To assist any and all public and private agencies employing properly trained personnel in arranging classes for the teaching of adult illiterates, in accordance with a plan to be set up by the U S Selective Service in cooperation with the properly trained national, state and local educational authorities.

IV. The immediate establishment of a nation-wide program with the aid of federal funds to:

- A. Correct, as far as possible, the physical shortcomings in the adult population in this country, both as evidence of our government's concern for the welfare of every citizen and to give thousands of men and women now denied an opportunity to serve our country, the privilege of so doing.
- B. Provide for the proper physical development of youth of our country.

V. The establishment of a representative body on post-war planning in relation to education.

* * *

This is labor's program; this is our program for federal aid during this emergency.

DEMOCRACY at the Crossroads

By WILLARD W. BEATTY

WHEN the United States found itself embroiled in the second world war, there were three major groups of "enemy aliens" in the United States. By far the largest part was Italian; the next group in point of numbers, German; and the smallest, concentrated almost entirely in the three Pacific coast states, the Japanese. The total number of persons of Japanese ancestry in the United States is less than 130,000, of whom only 37 percent are aliens. The remainder are native-born citizens of Japa-

The Director of Indian Education sketches what is being done at the relocation camps to avoid the mistakes of the last war . . . Teaching opportunities available at centers.

nese ancestry. A limited number of these Japanese, engaged in fishing, were to be found living adjacent to military or naval bases along the Pacific Coast. Jittery after the surprise attack on Pearl Harbor, it was taken for granted that these Japanese had chosen their locations for subversive purposes and that all Japanese were subject to suspicion. These notions were carefully cultivated by anti-Japanese groups in California, Oregon, and Washington which have for years been jealous of the economic success of

the Japanese. About ten weeks after the attack on Pearl Harbor (February 19) the President by executive order authorized the Secretary of War to prescribe "military areas from which any or all persons may be excluded."

Acting under this authority the commanding general of the Western Defense Command created two military areas, number one embracing the coastal half of Washington, Oregon, and California, and number two embracing most of the rest of these states to the Sierra Nevada Mountains. Persons of Japanese ancestry were first advised to migrate voluntarily to other states. In view of the manner in which the military areas had been set up, the migrants who attempted to leave were regarded with deep suspicion by the citizens of other states. Many areas discouraged their migration. Despite this local hostility, about 6,000 had transferred before voluntary migration was terminated on March 29 by a military order prohibiting further voluntary movement.

Evacuation centers were first set up in California to which the Japanese from the coastal areas were moved, and gradually over a period of three of four months ten permanent relocation centers have been set up in California, Arizona, Colorado, Idaho, Wyoming, and Arkansas. To these centers all Japanese from the restricted areas have been arbitrarily moved. At no time has the Western Defense Command or any other government agency charged with supervision of military areas claimed that these Japanese were subversive, disloyal, or non-cooperative. Early rumors that the Japanese in Hawaii had disloyally aided in the attack of December 7, have in a majority of instances been specifically disproved. The report of the Roberts Commission deals with many of these in detail. A limited number of subversive Japanese on the Pacific Coast were early arrested by the FBI and are now confined in Montana. Caucasian witnesses before the Tolan Committee, who opposed the removal of the Japanese, were generally agreed that "subversive activities should be handled by the FBI . . . that the great majority of Japanese citizens and aliens are loyal; that their loyalty can be ascertained; and that loyal Japanese are assisting the FBI in ferreting out disloyal aliens."

Once the decision to move the Japanese was reached, the federal government has had the loyal cooperation of the Japanese-American Citi-

Resolution Passed by AFT Convention at Gary, Indiana

"Whereas, Large numbers of American citizens of Japanese ancestry, including many children of school age have, by order of the United States Army, been removed from their homes; and

"Whereas, The normal school facilities of the nation will not be available to most such children; and

"Whereas, It is important in winning the war and, more particularly, in securing the peace to follow, that such children be adequately trained in democratic principles, and democratic ways of life; be it

"RESOLVED, That this Convention of the American Federation of Teachers urge all governmental agencies, both state and national, which have any responsibility for the welfare of these children to provide adequate educational facilities and competent teachers for all such children of school age."

zens' League in arranging for the transfer. American citizens of Japanese descent have been drafted along with their fellow Americans, and several thousand are today in the armed forces of the United States. Those who have been removed to relocation centers are still subject to the draft. Opportunity has been given to both alien and American-born Japanese to request transfer to Japan. A limited number of aliens have requested this privilege. The vast majority, despite their current treatment, look upon the United States as their home. Most of the alien Japanese in the United States are more than 50 years of age and are not therefore a serious proportion of the problem. There are a limited number of American-born Japanese, called by their associates "Kibei," who were sent to Japan for schooling. Some of these are undoubtedly more Japanese than American. The American-educated group, called "Nissei," totaling about 80,000, are in the great majority loyal American citizens.

The evacuees are crowded into camps of from 10,000 to 20,000, housed in temporary wooden barracks of the army "theater of operations" type, which means a series of buildings 100 feet long by 20 feet wide, divided into four "apartments," five Japanese at least assigned to each such 20 feet by 25 feet apartment. Hospital facilities have been provided and a continuation of schooling is planned. To date, difficulties over material priorities have delayed efforts for the construction of buildings to be used for school purposes. Nevertheless, schools have started in each of the ten camps. The federal government

has provided funds to permit the employment of Caucasian teachers for at least half the necessary teaching staff. The camps are expected to recruit the remaining half of their teachers from the Japanese enrollees. Few of these, however, are certified teachers because the teaching profession has been largely closed to persons of Japanese ancestry in the Pacific Coast states. In many of the camps some brief training period has been provided to supply the prospective Japanese teachers with some of the professional background needed for teaching. Despite an active recruiting campaign, none of the camps has yet secured a full complement of Caucasian teachers. The salaries paid are on the government scale of \$1620 for an elementary school teacher, \$1800 and \$2000 for a high school teacher, and a few vocational positions at \$2300.

* * *

It is to be hoped that the educational program at these camps can be continued on thoroughgoing American lines. The effectiveness of the public school in Americanizing our citizens of Japanese ancestry is one of the most gratifying discoveries connected with the entire migration. In this period of stress the continuation of this program is of utmost importance, but the problem presented by this concentration of Japanese does not end there. Anti-Japanese elements in the western states have made this wartime

measure the basis for an attempt to disfranchise American-born citizens of Japanese ancestry. The Native Sons of the Golden West in California and western posts of the American Legion and the Veterans of Foreign Wars, have gone on record as favoring legislation which will deprive these natural-born citizens of their birthright. Bills were introduced into Congress during the early summer to give effect to these efforts. In such proposals lies one of the greatest threats to American democracy that has yet arisen in connection with the present war. Other west coast minorities such as the Chinese or the Filipinos are not happy over the proposal. Viewed objectively, no minority group in the United States can laugh off such a scheme. If it is possible to legislate Japanese out of their citizenship, what is to prevent similar attacks being made on the Jews, the Chinese, Jehovah's Witnesses, or the Prohibitionists? Any minority group constitutes a nuisance to some major economic interest, and no more effective threat could be exercised to coerce such minority than that of revocation of citizenship. Eighty thousand Japanese may seem a small group of people to worry about. The battle losses of the Russians alone before Stalin-grad possibly exceed that number. But today the fight to protect our American-born Japanese in their rights to citizenship is an issue of prime importance to every liberty-loving American.

Excerpts from the 1942 AFL Convention Education Report

Four delegates from the American Federation of Teachers, John M. Fewkes, Irvin R. Kuenzli, Selma Borchardt and Ira S. Turley, attended the American Federation of Labor Convention held in Toronto, October 5-15. The following report of the education committee was adopted by the Convention as official AFL policy on educational problems.

ONE YEAR ago the American Federation of Labor in convention assembled at Seattle, Washington, declared in a significant statement that education is the first line of national defense and as such should be extended rather than curtailed in the present crisis. A few weeks thereafter, on December 7th, the United States was compelled by the deceitful attack at Pearl Harbor to become an active combatant in the all-out struggle for the preservation of democracy. Since that date—during the last ten

months—the United States has undertaken and carried out the greatest educational project in the history of mankind. The swift transformation of a peaceful commercial nation to the greatest economic-military machine in the world's history is a glowing tribute to the educational forces of the United States. The high level of educability of our citizens has proved to be one of the nation's strongest bulwarks of defense.

Education in the larger sense will eventually win the war and plan the peace after the dicta-

tors have been crushed. Millions of men are being educated in the intricate science of modern military combat. Millions of citizens are being educated in civilian defense, conservation of materials, and civilian morale. Millions of technicians are being educated in the skills necessary to produce and repair the highly technical devices of modern warfare. Millions of citizens from coast to coast, in meetings and forums, trade unions and other groups, are being educated in the basic problems of war and the social and economic problems of the post-war world. Millions of children are being educated in the public schools for the tremendous task of building a new world on the ruins of the present decade of destruction.

Never before has education assumed so large and so important a role in the nation's history. The whole nation has literally become a gigantic university geared to the winning of the war. Our public schools, our universities, our adult education programs and other institutions of learning have become powerful agencies of war. In this gigantic program organized labor and education, traditional friends and allies throughout the years, will join their forces in the all-out struggle for freedom and in the building of a just and lasting peace. Both labor and education as two international agencies devoted to human welfare will play a large and indispensable part in winning the war and planning the post-war social reconstruction.

AFL Executive Council's Report on Education

To the Committee on Education was referred that part of the Executive Council's report under the heading of "Education." The report of the Executive Council on education is listed under four main sections.

- 1—Federal Aid to Education.
- 2—Vocational Education.
- 3—War Training.
- 4—Activities of the Workers' Education Bureau.

Federal Aid to Education

On the problem of federal aid to education the Council reports on page 139 of the report.

The Committee finds that this section of the Executive Council's report is in accord with previous declarations of the American Federation of Labor in favor of federal grants for the pur-

pose of equalizing educational opportunities in the United States. As indicated in the report the total war effort has tended to emphasize the serious inequalities in educational facilities among the several states. Federal aid is needed now more than ever before. The Committee especially commends the Permanent Committee on Education for demanding a salary of not less than \$1,500 per annum for every teacher as a means of preventing shortage of teachers in the nation. It will be a disgrace to the United States as the richest nation in the world as long as there is a single qualified teacher employed for less than the small annual wage of \$1,500.

Vocational Education

On the important question of vocational education the Executive Council has presented on pages 139-143 a splendid resume of the contributions which the *American Federation of Labor has made in the field of vocational education.*

This review of the history of the development of a national program of vocational education is a statement which has long been needed and one which is especially valuable at a time when trade training is playing such a vital part in the war effort. In recommending the adoption of this section of the report the Committee urges every delegate to read the statement carefully as a source of information in solving the difficult problems facing vocational education in the present crisis.

War Training

Under the heading of war training the Executive Council calls attention on page 143 of the report to the dangers involved in training on the job in relation to private contracts.

Resolutions to be considered later in this report and comment thereon express the general recommendations of the Committee on the problem of in-plant training. The Committee is in full accord with the position of the Executive Council and the Permanent Committee on Education that in-plant training should not be used as a source of cheap labor or free labor and that materials manufactured by trainees for school use should be used only in the immediate locality.

(The recommendation of the Committee that the section of the Executive Council report referring to the passing of Thomas E. Burke be adopted was unanimously accepted. Mr. Burke served for fifteen years as president of the Workers Education Bureau.)

Labor Institutes and Conferences

The crisis of a war tests not only every agency of government but the principles upon which the government rests. The declaration of war by the United States on the Axis powers has provided in ten months a searching test of our government institutions and our democratic principles. It has tested as well every agency created by such voluntary groups as the trade unions.

For years we have asserted that workers' education was the basis of a stable organization of labor; we have discovered in the war crisis that it is a mighty bulwark for our democratic institutions.

Throughout the country Labor Institutes have been held on the campuses of colleges and universities, and in other labor centers to consider the nature of our world crisis and the role of labor in the war and the peace to follow. These meetings have been well attended both by leaders and by the members of the rank and file and have provided an occasion to meet with the leaders of education and industry. The education of the public has been almost as important as the education of the workers.

Such conferences, whether statewide or regional in character, have been of the greatest service to labor in understanding the nature of the global struggle and in giving some insight into problems of the post-war period.

Your Committee would commend especially the leaders of the Rutgers Labor Institute in securing the cooperation of the ILO in planning and conducting a portion of its annual conference on some of the basic problems of the post war. Such a service the ILO is qualified to give; such a service is much needed by the rank and file of labor.

Your Committee heartily commends the Bureau for its leadership in setting up these labor institutes, and those leaders who have sponsored their meetings.

While the problems of rationing are likely to curb travel in many states, your Committee is of the opinion that institutes centrally located should be continued to assist labor not only in understanding the true character of this world struggle but also to aid in the consideration of the problems of reconstruction.

Publications

The need of pamphlet materials which interpret the war to labor and labor to the public has become a matter of increasing importance. Your

Committee would recommend that the Bureau, as the oldest central agency in the country devoted to workers' education, extend the range of its pamphlet publications on the problems of a war and post-war economy for the service of labor and the public.

Labor and Education 1942

For four years now the Convention report on education together with the address of the Director of Workers Education Bureau of America has been published in pamphlet form for distribution to students of labor problems, educators, librarians, as well as labor officials. It has been a service of genuine and lasting benefit to the American Federation of Labor as well as to educators. This activity is a cooperative project of the American Federation of Labor, the American Federation of Teachers and the Workers' Education Bureau. The publications have been widely used both for reference and study. It should be continued uninterruptedly as the membership of labor expands and the interest in labor is on the increase.

Your Committee recommends that such a pamphlet be issued again this year as testimony to the belief of labor that education is not a luxury but a necessity in a war of survival.

Federal Committee on Apprenticeship

(At this point in the report, five resolutions pertaining to the Federal Committee on Apprenticeship were adopted. They urged that steps be taken by the American Federation of Labor to have the staff of the Federal Committee on Apprenticeship increased to meet the demands being made upon it, and that Congress be requested to increase the appropriation for this essential agency to the extent that the present staff may be doubled.)

It is the opinion of the Committee that these resolutions represent a reasonable request for the extension of an educational service of government which is vital to the labor movement, which is doing an excellent piece of work, and which is seriously understaffed at the present time. The rapid expansion of vocational education in relation to the war effort and the important problems arising from the training of thousands of mechanics for war purposes emphasize the need for greatly extended service by the Federal Apprenticeship Committee. The Committee therefore recommends concurrence in these reso-

lutions and urges the official and proper committees of the AFL to take such steps as may be necessary in carrying out the objectives of the resolutions.

Curtailment and Closing the Public Schools

WHEREAS, The American Federation of Labor has repeatedly declared in annual conventions that adequate educational facilities for the children of the nation are absolutely essential to the success of democratic government, and

WHEREAS, Press reports from coast to coast and statistics published by the US Office of Education show that many schools of the nation will be closed or seriously curtailed during the current year because of a lack of financial support and because of a shortage of teachers, and

WHEREAS, In 1940 President William Green, at the request of the Permanent Committee on Education of the American Federation of Labor, presented to President Roosevelt a declaration on education in the present emergency including the following statement: "We recommend that our whole program of education be expanded in the emergency created by the War of the Dictators so that citizens and future citizens shall have all possible opportunities for progress and for satisfaction in living. While spending freely for the defense of democracy we must make sure that its basic sources are not obstructed," and

WHEREAS, The American Federation of Labor at its last convention in Seattle, Washington, in October, 1941, declared that "education is the first line of national defense and as such should be extended rather than curtailed;" and

WHEREAS, The first step in planning the peace after the dictators have been crushed is to provide adequate educational facilities now for the children who will be faced with the tremendous responsibility of building a new world upon the wreckage left by the present generation, therefore be it

Resolved, That the American Federation of Labor in convention assembled in Toronto, Canada, in October, 1942, urge all affiliated local, state, national and international bodies to carry out the following program in the present crisis facing the public schools:

1. To provide whatever local revenue is necessary to keep the schools in full operation during the present crisis and to prevent the closing of schools or the curtailment of educational facilities;

2. To provide adequate state support for education for the purpose of supplementing local revenue. (The possibility, however, of securing such state aid in the future should not be used as a means of preventing local support of the schools which is absolutely essential until additional state aid may be provided.)

3. To support the emergency program recommended by the Permanent Education Committee of the American Federation of Labor including:

- a. Granting of federal funds by the US Congress to provide a minimum salary of \$1500 for every teacher in the nation.

- b. Federal funds to provide for enrolment and classification by the Federal Employment Agency of all available manpower in the teaching profession—to the end that every teaching position in the nation may be manned by a competent and qualified teacher.



FREE LABOR WILL WIN

Office of War Information Poster

- c. Provision of federal emergency funds to provide transportation of surplus teachers to areas where acute shortages exist.

- d. Vigorous opposition to dismissal of teachers as long as classes are over-crowded. (The American Federation of Labor has recommended class size not to exceed twenty-five.)

- e. Maintenance of educational standards—especially with relation to vocational education. When and if changes in standards are made necessary by the war effort, such changes should be made in consultation with advisory committees representing labor, management and the teaching profession.

Throughout its entire history the American Federation of Labor has consistently battled for adequate and widespread public education as the fundamental basis of American democracy. In the totalitarian states and the conquered nations the schools, the labor movement and the free press have been the first to feel the ax of the dictators. The battle for the free school system is the battle for the labor movement and the battle for free labor is the battle for a free school system. The battle for free schools, free labor and a free press are significant sectors of the battle against totalitarian slavery. Curtailment of educational facilities in the present crisis or closing of the public schools because of a lack of funds or a shortage of teachers is a blow to the very democratic society for which we are waging total war. As President Roosevelt recently stated

in a message to the annual convention of the American Federation of Teachers, "Children must not be allowed to pay the cost of this war in neglect or serious loss of educational opportunity."

The Committee again calls attention to the fact that every child in America deserves at least a \$1,500 teacher and that every teacher worthy of the name deserves a salary of at least \$1,500.

Despite nationwide rumors of teacher shortages, the emergency facing the nation has been seized upon in some cities as a pretext for the necessity of dismissing large numbers of teachers. In New York City, for instance, the board of education recently proposed the dismissal of 125 teachers despite overcrowded classes and heavy teaching loads. Such wholesale dismissal of teachers and serious crowding of classes at a time when both children and teachers are enduring the strain of total war can result only in a tragic and costly increase in child delinquency—such as that experienced by Great Britain during the days of total war. The great and wealthy city of New York can ill afford such neglect of the welfare of its children in the present crisis. The protests of the general public and the splendid support of the trades council of New York in opposing such mass dismissals of teachers while classes are overcrowded is one of the important chapters in American education and one of the hopeful signs in our democracy.

The Committee calls attention to the fact that thousands of men were rejected for military service because of illiteracy or insufficient education to participate in the operation of modern warfare. The Committee recommends that the Permanent Committee on Education continue its efforts to implement a program of education which will have for its objective the total elimination of illiteracy in America.

Commission on Labor Education

WHEREAS, The activities of the Workers Service Project of the WPA have been of great value to the educational progress of organized labor, and

WHEREAS, It now appears that this project can no longer be extended or in some cases even continued, now that WPA funds are so drastically reduced, and

WHEREAS, Organized labor realizes the need of education to keep the membership informed on subjects vital to their various needs in industry, the community, and as citizens, and

WHEREAS, Federal funds are being used to offer trade training to, and to develop educational work among farmers, and in many cases to aid in main-

taining county offices in the interest of the farmers, and

WHEREAS, No comparable program with federal recognition of federal aid exists to assist the industrial workers to function more adequately in industry, in the community, in labor relations and management, or other activities affecting his success as a loyal and good citizen, therefore, be it

Resolved, That a Commission on Labor Education and Morale be set up by the President under some appropriate agency of the federal government to initiate and operate a broad educational program, assisting labor to understand and to take part in the war effort, and in the post-war period, thus strengthening labor's cooperation with the community and with government departments and strengthening the war effort, and be it further

Resolved, That in the organization and conduct of this Commission, the active help of organized labor be used, both in the initial stages of planning and policy making, and in the operation of the program, and be it further

Resolved, That the American Federation of Labor, assembled in 1942 Convention, go on record as being in favor of extending cooperation to the President in the establishment of such a Commission to carry on these activities.

The purpose of this resolution is to establish in some governmental agency an extension service for organized labor similar to that now in existence in the field of agriculture.

For many years organized labor has sought to secure adequate service from governmental agencies and state universities. Ironically some of the very institutions which have emanated from the organized labor movement have been used as agencies to oppose organized labor rather than to assist in implementing a sound and successful labor program. State universities and other tax-supported agencies have been reluctant to include courses and services in their programs which are of benefit to organized labor. Universities especially have not extended to labor the type of service offered to agriculture and industry despite the fact that organized labor represents a large proportion of the population. The 1937 convention of the AFL in Denver, Colorado, emphasized the fact that the schools belong to all the people. Government agencies also belong to all the people, and both universities and agencies of government should offer services to the millions of members of organized labor.

The American Federation of Labor was instrumental in establishing the United States Department of Labor, the only department of the federal government which is devoted entirely to human welfare. This department has rendered certain valuable services to the labor



movement. These services should be supplemented by educational services by the universities and governmental agencies which should be made available to every bona fide trade union in the nation.

The exact type of agency and the department of government under which to carry out such a service are matters for further study and investigation. Experience has indicated clearly that such a service should parallel other governmental and educational services and not be organized on a relief basis. Had agricultural and industrial services been organized on a temporary relief basis some of the greatest accomplishments in these fields would never have come about.

However, the Committee desires to emphasize the fact that organized labor must organize and control its own educational program. It is the responsibility of labor to educate its own membership in the history and principles of organized labor. Labor's request to the universities and to state and national governments is that these agencies provide facilities for meetings, research services, and such information on social problems—unemployment, social security, war problems, taxation, price controls, etc.—as labor groups may request from time to time. The educational program, however, must remain in the hands of organized labor and be controlled by organized labor.

(Resolutions on these problems were submitted to the Convention and discussed on the educational committee's report: training within plant, rehabilitation of disabled military service men and women, protecting educational opportunities for the young, and merchant marine training schools.)

Educational Reconstruction after the War

Labor, after this war, in all liberated countries, in fact everywhere in the western world,

Taken at dinner for Canadian educational leaders and AFL delegates and visitors. Included in the picture are four AFT delegates to the AFL convention: Selma Borchardt, legislative representative; Irvin Kuenzli, secretary-treasurer; John Fewkes, president; and Ira Turley, president of the Chicago Union. Other important US officials were present.

will have a mighty share in all political, social and economic decisions that are made. It is safe to predict that in the new world of democracy, labor will have tremendous power and responsibility. Success in the post-war reconstruction will mean the final victory of labor. Millions of men and women in all western countries—more than ever before in history—will be enrolled in the ranks of organized labor.

This means a deep transformation in the political structure and the necessity of realizing all those demands for which labor has struggled for decades: work and security for all, decent standards of living, peaceful settlement of all disputes, and international cooperation without wars. These objectives will now be the immediate political necessities. In this deep transformation, labor shall not be deceived by those who speak only about material things and political or social or economic aims. From its beginning labor has pointed to the paramount importance of education as the fundamental basis of democratic government. The new world order can be achieved only if there is added to all those other aims the last and most important aim: a new and better education for all. Reconstruction will mean essentially *reeducation*.

The American Federation of Labor was among the very first to urge intensive planning and preparation in the field of educational reconstruction. When the United States Committee on Educational Reconstruction was formed in 1940, the Director of the Workers Education Bureau, Dr. Spencer Miller, Jr., was chosen acting secretary. In July, 1941, during the World Education

Congress in Ann Arbor, Michigan, a prominent group of educators from eight countries formed proposals for post-war education, which were included in the report on education of the 1941 convention of the American Federation of Labor.

During the past year a great number of new meetings promoted these plans and a number of consultative groups and institutes were organized.

Two University Institutes on Educational Reconstruction were of special importance. The first met on April 24-25, 1942, at New York University. The second was held a few weeks later at the University of Minnesota. More than 150 leading educators from ten different nations took part in these consultations. Information regarding the findings of these conferences may be secured from the Director of the Workers Education Bureau.

A few weeks ago the representatives of four nations—Czechoslovakia, Greece, Poland and Yugoslavia—united in the official four power Planning Board in New York, came to the U.S. Committee on Educational Reconstruction and to New York University, asking for immediate help in planning new education institutions and in the re-establishment of institutions of learning after the end of the war. These representatives gave a touching report concerning conditions in those countries.

Your Committee recommends that this Convention condemn the barbarous ways in which the Nazi hordes are persecuting teachers and children and destroying education and schools in all invaded countries. We urge labor everywhere to make its voice heard throughout the world against this barbarism, and to let Hitler and the Japanese aggressors know that the more they destroy, the more we will rebuild. Free educational institutions and traditions in the conquered countries—when liberated—will be a matter of greatest urgency. We would further urge the governments of the United Nations to give immediately when peace is established such funds as are needed to provide financial support and credits for the re-establishment of educational institutions which have been destroyed by the dictators in the invaded countries.

The Committee further recommends that the American Federation of Labor cooperate with other responsible agencies which are sincerely interested in the problems of building a better world after the dictators have been crushed.

Industry Opens School

While her two year old son, David Cahal, enjoys a day of playing, eating and napping in the new eight room day nursery only a stone's throw away from her, Mrs. LaJunta Cahal helps to build fast, deadly Curtis P-40 Warhawk fighter planes and giant torpedo-like commando troop transports in the mammoth Buffalo, New York airplane plant of Curtiss-Wright Corporation. The day nursery, sponsored jointly by Curtiss-Wright Corporation and the Amherst Bundles for America, Inc., is believed to be the first of its kind in the American aviation industry. Supervised recreation and relaxation periods are a planned schedule of each child's play.

(All photographs courtesy of the "Chicago Sun.")

National Church Urgent Need for

The children of American war workers are the chief victims of a wholesale failure by the federal government and local communities to meet the problems of housing, health services, child labor, education, juvenile delinquency and working mothers, which have been created by the war effort.

This story is told in the weekly "Information Service" of the research and education department of the Federal Council of Churches of Christ in America, which has made a survey of five hundred critical defense areas.

"Thousands of families of war workers," the "Information Service" says, "live in tarpaper shacks, in garages (converted and unconverted), in trailer camps, in cheap bungalows run up by speculators and sold on 'easy terms, less than rent.' Sewage empties into open untiled ditches.

"It is almost unnecessary to point out the grave problems, social and physical, which are raised when children must live in such communities."

The council found that twice as many boys and girls between 14 and 18 years of age went to work in 1941 as in 1940, and according to the US Children's Bureau, the numbers are mounting even more rapidly in 1942. "Not only," it emphasizes, "is legal child labor increasing, but illegal as well."

With the great increases in population, the council points out, many defense communities have found it extraordinarily difficult to provide school accommodations. It cites the case of Wichita, Kans., which needs 33 per cent more teachers than it did a year ago, and a Michigan community where schools are run in three shifts.

"There are," the council says, "even new communities where schools have not yet been provided. It is reported that in a number of isolated places the USO worker provides some recreation for children. Literally, nothing else is available to them."

While there is no over-all data available on juvenile



Council Finds Nursery Schools

delinquency, the council said 22 of 30 juvenile courts reporting to the Children's Bureau found increases ranging from two per cent to 11 per cent. Serious crimes by boys and girls declined in 1940 but rose again in 1941 and 1942.

The increase in minor offenses is much greater. For example, two and one-half times as many boys were sentenced to a single correctional school in Massachusetts during February 1942 than February 1941. Similar reports were received from other states.

While some progress has been made in providing day nurseries for the younger children of working mothers, the council found them grossly inadequate. But worse, it found that little or nothing had been done for children of school age.

"Stories," the council reports, "are told of women who leave their children locked in parked autos. Cruel as this sounds, 'it is the ones who really care' who do that 'so they will be sure to know where their children are.' Many children, even very small ones, are running the streets. Young children are left in charge of smaller ones. Some children are locked out of the house all day, others have the door key tied around their necks.

"Commercial day nurseries, unlicensed and uncontrolled, have sprung up in many cities. In Los Angeles a state investigating committee was told of such institutions where children slept in damp cellars, were slapped, choked and beaten . . . Only a very few states authorize the supervision of day nurseries."

The council cited a tendency in defense communities to shift the responsibility to the federal government and said that while federal aid was needed, "no city or town can escape the fact that the welfare of its children is of prime importance" and "likewise, no church can fail to recognize that this breakdown in family life all over the country is a grave threat to the maintenance of even such standards as have already been won."



Released for War Work



by New Nursery School

Books and New Films

The College Film Center, 84 E. Randolph Street, Chicago, announces new prints of "Lake Carrier," "Ring of Steel," "Western Front" and "Target for Tonight," all released by the US office. They also announce three new films dealing with British school problems and the war: "Five and Under," "For Children Only" and "Learning to Live." The College Film Center will be glad to send you a copy of their new catalogue. For ten cents the British Information Services will send you a copy of a rather inclusive catalogue entitled "Films of Britain at War." Out of 167 films listed and described, all but 20 have been made since the outbreak of the war.

"Hidden Hunger," official film of the Federal Security Agency, which was described in the May *AMERICAN TEACHER*, is now available in the 16 mm sound size. The Office of Price Administration announced last month that the following four films, related to fuel oil rationing and fuel conservation are now available: "Heat and Its Control," "The Story of Petroleum," "The Story of Rock Wool Home Insulation" and "Coal for Victory." The last film illustrates methods of using coal economically.

Brandon Films, 1600 Broadway, New York City, announces that they have purchased the 16 mm rights for Thornton Wilder's "Our Town." Other new Brandon films are: "Shock Troops for Defense," "Front Line Hospital," "Under Siege" and "Scrap for Victory."

New Tools for Learning, 30 Rockefeller Plaza, New York City, is the title of a group that is attempting to

bring together pamphlets, films, recordings and radio programs on the following subjects: civil liberties, food and health, education, inflation, post-war planning, consumer cooperation and consumers' buying problems. Under each title, there are suggested movies, radio transcriptions and pamphlets.

For 75 cents, you can get a copy of the 1942-43 edition of "1000 and One," the most complete low-priced directory of 16 mm sound and silent films, published by Educational Screen, Inc., 64 East Lake, Chicago.

The National Geographic Society, of Washington, D.C., announces that publication of its illustrated Geographic School Bulletins for teachers has been resumed. These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world. The bulletins are illustrated from the Society's extensive file of geographic photographs. Each application for the bulletins should be accompanied by 25 cents to cover the mailing cost of the bulletins for the school year.

The Service Bureau for Intercultural Education, 221 West 57th Street, New York City, is sponsoring a series of teachers' manuals and resource units under the general title, *Problems of Race and Culture in American Education*. This series will be published by Harper and Brothers during the school year 1942-43. The series is intended to help to improve the relationships of racial and ethnic groups in the United States and throughout the world. The introductory manual, *Intercultural Education in American Schools: Proposed Objectives and Methods*, by William E. Vickery and Stewart G. Cole, which is scheduled to appear January 1, 1943, presents a critical introduction to the field of intercultural education, discusses the major issues involved in developing better inter-group understanding, and sug-

New U. S. Pamphlet for Workers and Teachers

THE WORKER, HIS JOB, AND HIS GOVERNMENT: AN INTRODUCTION TO FEDERAL LABOR LAWS, prepared jointly by US Office of Education, Federal Security Agency and Division of Labor Standards, US Department of Labor. Vocational Division Bulletin, No. 220, Defense Training Series, No. 1. Washington, US Government Printing Office, 1942. 63 pages. \$.15.

This pamphlet represents a successful departure on the part of two government agencies to furnish a textbook for students in vocational schools. In a dignified and simple style it discusses laws, especially federal laws, having to do with the safety of the worker, compensation for injury, wages and hours, standards in firms holding government contracts, relations between industry and labor (the National Labor Relations Act), apprenticeship, protection for the young worker (Child Labor regulations), and security for the worker (the US Employment Service, Unemployment Insurance, Old Age and Survivors Insurance).

Each chapter contains at the end questions and a brief bibliography, the references by their nature of greater value to teachers than to students. Throughout the text, bits of the history of labor legislation are given as well as brief explanations of certain labor problems.

The use of the pamphlet will not be limited to vocational school students; classes in high school economics, social problems, American history, teachers themselves whose information on labor legislation is meagre or out of date, and all trade union members will find it of value as a quick and ready reference.

The members of the federal bureaus who have prepared the pamphlet and those officials who gave the material "the right of way" through the government printing office so that the information comes off the press while it is still "hot," are to be congratulated. It is hoped that the next step will be to furnish appropriations for an artist who will enliven such texts with pictograms or other graphic presentations, and marginal drawings.

FLORENCE E. CLARK

gests how teachers may plan a graded school and community program in this subject field.

The "News Letter," which carries information for teachers about the radio, the press and the motion pictures, can be obtained free by writing to Edgar Dale, Ohio State University. It is a four page monthly publication. Another newsletter which teachers might find valuable is the one published by the Commission on Teacher Education of the American Council on Education, 744 Jackson Place, N.W., Washington, D.C.

For three dollars a year you can subscribe to the "Public Policy Digest" of the National Planning Association, 800 21st Street, N. W., Washington, D. C. It is one of the finest digest services of government publications available. Two low-priced books you ought to examine are *Global War*, by Edgar Ansel Mowrer and Marthe Rajchman (Morrow and Company, \$1.00), and *What Does Gandhi Want?* by T. A. Raman, (Oxford, \$1.25).

A word ought to be said about the publishing activities of the American Council on Public Affairs, 2153 Florida Avenue, Washington, D. C. Three of their new publications are: 1. *Liberty and Learning*, by D. E. Bunting (paper binding, \$2.00). This book deals with the activities of the American Civil Liberties Union on behalf of freedom of education. It contains a good bibliography and an introduction by Dr. George S. Counts. 2. *Forerunners of Freedom*, by Jerome Nathanson (paper edition, \$2.00). 3. *Nazi Guide to Nazism*, by Rolf Tell (paper edition, \$1.00).

The National Resources Planning Board has published two new pamphlets: "The Role of the House-Building Industry" and "Post-war Planning" (September, 1942), which you may obtain by writing them. At the same time, write to the Office of War Information for a copy of "Toward New Horizons, The World Beyond the War," which includes excerpts from speeches by Donald Nelson, Ambassador John Winant, Milo Perkins, Sumner Wells and Vice-President Wallace.

Two fine Headline Books have just been published: *Uniting Today for Tomorrow*, by Kirk and Sharp, and *Mexico, The Making of a Nation*, by Hubert Herring. Each is 25 cents. The World Peace Foundation, 40 Mt. Vernon St., Boston, has issued two new booklets, "Peace Aims and Post-war Planning," a selected and annotated bibliography (25 cents), and "The United States and the Far East," by S. K. Hornbeck (50 cents). The American Council Institute of Pacific Relations,



TWO NEW FILMS (top) Vice-President Henry Wallace discusses a scene in "The Price of Victory," which he is making for Paramount. The short directed by William Pine is based on his now famous price of victory speech. (Below) "High Stakes in the East," a 16 mm sound film, dealing with the Netherlands East Indies and the Pacific theatre of the war. Available, Brandon Films.

129 East 52nd Street, New York City, has just published a new 10 cent pamphlet called "Meet the Anzacs."

The Australian News and Information Bureau, 610 Fifth Avenue, New York City, has produced and is offering without charge to teachers and school libraries a course of study for intermediate school grades, and an outline of a study course on Australia suitable for clubs and senior grades. The intermediate study course contains nine maps and presents a course of study intended to cover from four to six weeks.

Helping Teachers to Learn

INDUSTRY PLANNING THROUGH COLLECTIVE BARGAINING

Facts about the dress industry and the "efficiency" and "promotion" clauses in union Agreement. By Julius Hochman. 56 pp. 25c

OUTLINE OF POLITICAL GEOGRAPHY

A clue to past history and analysis of current strength of great powers. Rescues geo-politics from its perverters. By J. F. Horrabin. 44 maps. 75c

HANDBOOK OF TRADE UNION METHODS

Organizing methods; factors of skill, age, sex, race; conduct of strikes, negotiating and enforcing agreements; publicity, finance, public opinion. 96 pp., illustrated. 25c

ABC OF PARLIAMENTARY LAW

By Gus Glaesemann and Rebecca Jarvis. 32 pp. 25c

MANUAL FOR TRADE UNION SPEAKERS

By Gus Glaesemann. 32 pp. 25c

WORKERS' EDUCATION TODAY

By Mark Starr. 48 pp. 15c

EVERYBODY SINGS

Union songs for mass singing. 48 pp., illustrated. 10c

Write to Educational Director, International Ladies' Garment Workers' Union, 3 West 16th St., New York City, for quantity rates and publications list.

THE WORLD'S FINEST 16 MM FILMS



Wide variety of selected shorts & features dealing with all theatres of the war:

UNITED NATIONS AT WAR

PEOPLE OF THE UNITED NATIONS, FRONT LINE ACTIONS OF CHINA, RUSSIA, BRITAIN, CANADA, ETC.

Social Sciences—Our Political Heritage—Health—Citizenship—Housing—Arts & Crafts—Music—Aviation—Biological, etc.

COMPLETE INFORMATIVE CATALOGS AVAILABLE. WRITE FOR YOUR COPY!

BRANDON FILMS, Inc.

1400 BROADWAY • NEW YORK CITY

Labor Notes

"If I were a factory employee, a workingman on the railroads, or a wage earner of any sort, I would undoubtedly join the union of my trade. If I disapproved of its policy I would join in order to fight that policy; if the union leaders were dishonest I would join in order to put them out. I believe in the union and I believe that all men who are benefited by the union are morally bound to help to the extent of their powers in the common interests advanced by the union."

THEODORE ROOSEVELT

* * *

President Roosevelt paid tribute to labor in his statement to the recent AFL Convention:

"Our production record speaks for itself and for the working people: *it is splendid*. Everywhere during my recent inspection of war activities, I found the workers doing all that was laid out for them and more. At every turn they gave assurance that they can take whatever it takes to win this war. They are not afraid of hard, continuous, precise and dangerous work. They are walking up to it as their duty and part of the war. They are proud of it."

* * *

Legislation to create an Office of

War Mobilization for completely reorganizing the American economy for total war was proposed in the sixth interim report of the Tolan Committee on National Defense Migration October 20.

Reporting to the House on behalf of the committee, the chairman, Rep. John H. Tolan (D., Calif.), said the committee still thinks production and manpower officials "have not yet grasped the meaning of modern war."

The committee would remedy the situation by placing under a central policy-making body a group of realigned agencies in the form of three offices—handling war supply, war manpower and economic stabilization.

First of the three would take over functions and personnel of the War Production Board, plus all procurement functions of the Army, Navy and Maritime Commission. Chairman of OWM would head a board on which would be representatives of labor, industry and agriculture.

Most important of all, the central office would have a plan. Since before Pearl Harbor the Tolan committee has been the clearest single voice in Washington demanding a planned changeover from peacetime to full war economy.

After its latest hearings it reports that there is no war production program as yet and that until there is, no manpower program is possible.

A few of the things the Tolan committee found wrong are:

When War Manpower Commission issued directives and juggled

Non-Union

According to a table published in the May issue of *The Typographical Journal*, official monthly publication of the International Typographical Union, 17 of the 126 popular weekly and monthly magazines published in this country are non-union, that is, printed under non-union conditions.

Although almost all of the magazines which enjoy the greatest popularity in this country are listed as union, the non-union list includes the following big sellers which union members and their families should avoid:

Saturday Evening Post, Ladies Home Journal, Life, Time, True Confessions, Romantic Story, Hollywood, Motion Picture, Movie Story Magazine.

Also on the non-union list are: *American Forests, Fawcett's Men's Group, Grit, Holland's, Mechanix Illustrated, Open Road For Boys, Woman, Woman's Day.*

a few agencies, authority was never clear, and chaos increased.

U.S. Employment Service under WMC still "responds to state and local pressures" and fails to make use of training facilities. Government subsidy of trainees and their later movement to war jobs is urged.

On the production front, 100 major firms still hold 80 per cent of all war contracts.

Although monthly expenditures for

Yale Offers Scholarships for Labor

In cooperation with a plan conceived by Professor of Economics E. Wight Bakke, member of AFT Local 204, Yale University awarded ten scholarships in the Graduate School to labor leaders from all parts of the country.

The selected men will study at Yale during the next spring term, which begins February first and lasts 15 weeks. They will be under the supervision of Mr. Bakke and will have opportunity to study labor legislation, labor law, the economics of collective bargaining, and the structure of the American economy, as well as to participate in a research project, "The Origin and Development of Trade Unions," which Mr. Bakke is carrying on.

The awards were made possible through the cooperation of numerous AFL and CIO unions, who recommended various men from their memberships, who are particularly qualified by training, and who have demonstrated leadership ability for further study of labor and management. Thirty-one unions

from the CIO and seven from the AFL responded to announcements of the project. The ten men chosen are all prominent in their local unions, and several are delegates to their international conventions.

According to Mr. Bakke, it is the purpose of the two courses, the Economics of Collective Bargaining, and the Structure and Functioning of the American Economy, to explore the implications of particular trade union policy and practice on the one hand, and management-labor practice on the other. In general, the questions asked will be these: What is the effect of these policies and practices upon the efficient functioning of the firm, industry and total economy? What is the impact of the economic processes involved in the latter upon the economic interests and objectives of trade unions and of labor management? In the case of the seminar in the Economics of Collective Bargaining, Mr. Bakke is expecting to invite a number of management people from the Yale area to join in a consideration of the issues.

war purposes increased from \$2,000 million to almost \$6,000 million since December last, the committee says that up to July 31 a total of \$17,000 million was approved for industrial facility expansion, as compared to \$63,000 million for supply contracts.

* * *

The highly publicized strike statistics of the National Association of Manufacturers were criticized by Wayne L. Morse, member of the National War Labor Board, at a recent convention of the Printers National Association. Citing the rapid expansion of war industry since Pearl Harbor, Morse pointed out that the NAM statistics failed to take into account "the increasing number of man-hours worked in war industry" and thus failed to present "an honest picture."

The percentages of time lost through strikes "remained consistently around 0.8 per cent and 0.9 per cent, with the exception of the first three months and of May, 1942, when the percentage was 0.6 per cent," he said.

Giving weight to Morse's statistics was Chief US Conciliator John R. Steelman, who told the convention that labor and management have cooperated better than 99 per cent in settling disputes through collective bargaining and conciliation. "This is not a perfect record, but it is the best work record we have ever attained," he said.

The New York Department of Labor revealed on October 21 that less than 13,000 workers were involved in the 157 strikes which came before the State Board of Mediation in nine months ending September 30. In the same period in 1941, the board had 355 strikes, involving 57,238 workers—more than twice as many strikes involving more than four times as many workers.

The total of strikes averted during the nine-month period in 1942 was 285, involving 40,331 workers, as against 140, involving 34,275, in the same period a year ago. The nine-month total of arbitration in 1942 was 1,048 as compared to 675 in 1941.

Man-days lost from war production by strikes or stoppages in September were 0.1 per cent of total



man-days worked, the War Labor Board announced October 19. The number of stoppages fell from 229 to 167 during the month, and includes stoppages of all kinds, whether strikes or lockouts. September's time lost rose just 0.01 per cent over August. Man-days worked rose from 300 million in August to 332 million in September.

* * *

Readers of the AMERICAN TEACHER will remember the cover of the February, 1942 issue, a reproduction of an Office of War Information poster, "Men Working Together."

This is the story of how that poster came to life. The soldier, the sailor, and the welder walked down from the nation's factory walls to learn about one another and the interrelated roles each must play to win the war.

The story of how this came to pass centers about George Wooldslayer, the 32-year-old welder of the poster. George Wooldslayer was curious. Seeing himself in the poster, flanked by a soldier and sailor of whom he knew nothing piqued him. Who were these men who had been chosen to typify the strength and spirit of the armed forces as he had been chosen to typify the American worker?

Wooldslayer wanted to know these men; he wanted to know how they felt about the war; and he wanted them to know how the men who make steel for guns and ships and jeeps and tanks were feeling. So he wrote a letter to the Office of War Information and asked for the names and addresses of his poster colleagues so that he might write to them. "I feel I'd like to know them," he wrote.

There was something in that simple straightforward desire to know

French L. Vineyard, George Wooldslayer and John Marshall Evans are pictured in front of the poster "Men Working Together." The men had never met until Wooldslayer invited them to visit the plant where he works.

his "fellow soldiers" that struck the OWI with its intrinsic American quality. There was something in it reminiscent of those days when men pioneered across a continent, built each others' barns and schools and houses . . . when men together cleared a wilderness and transformed it into a cohesive united nation.

Acting upon this letter, the OWI and the Allegheny-Ludlum Steel Corporation mill, where Wooldslayer works arranged a meeting for the three. Furloughs were negotiated for Sgt. French L. Vineyard (who was a corporal when the poster was made) and Radio Aviation Chief John Marshall Evans (radioman first-class in the poster). Late one evening the service men boarded a train and arrived at the steel mill the following morning, where they found Wooldslayer at work.

A little self-conscious at first, the three soon forgot themselves in their genuine interest in each other.

Evans, 32 years old, has been in the Navy for the past 12 years. His duties are of a confidential nature, he said, but he'd like to see service abroad. Vineyard, 27, and the lone bachelor of the three, is finishing up his second enlistment with the Army. "My station is a secret," he said, "but what I want to do soon is to get overseas and slap some of this steel first hand right at the Axis."



Indianapolis School Board

(Continued from page 2)

GOP chairman and has been termed a "political dictator" in the local press. It has also been charged in the press that he "hand-picks" the candidates for the school board.

Notwithstanding the fact that its attorney is openly engaged in political activities the school board has a ruling against political activities by its officers and employees. Last spring the teachers union requested that this ruling be dropped, and pointed out that the rule was not being applied to the board's attorney. The board did not drop the rule, but re-wrote it in such a way that it is probably capable of an even broader interpretation. The attorney has not been restrained in his political activities, but it is assumed that teachers and other school employees must abide by the rule. Such is democracy in the Indianapolis schools.

A tremendous dissatisfaction has developed among many quarters of the city over the control of the schools by the "Citizens" group. Early last spring a group known as the "Independent School Committee" was formed to run a slate of candidates at the election in November. This committee is composed of individuals who come from labor, religious, temperance and other civic groups. The committee has adopted a statement of policy which reads as follows:

"We stand for equal and adequate educational opportunity. We believe that effective schools are essential in a democratic country.

"We are of one mind in our belief that no single group, class or organization should dominate the schools. The schools belong to all people of the community and are a responsibility of all the citizens.

"In our opinion the public schools should not be made the tools of political manipulation, and we pledge this organization to choose candidates who will not be obligated to any political faction.

"We place the welfare, development and safety of the school children before all other considerations.

"We believe that the American plan of free elections demands that there should be at least two groups of candidates for the school board,



JOHN R. REDSTROM, former assistant superintendent of schools of Kenosha, Wisconsin, against whom the board of education of Kenosha practiced discrimination by cutting his salary \$1200, has just accepted a position with the War Production Board under Wendell Lund, Director of the Labor Division. Mr. Redstrom is one of Kenosha's most popular teachers and is a member of the American Federation of Teachers.

so that the voters may have some real choice when they go to the polls.

"Affirming our faith in the doctrine of the fatherhood of God and the brotherhood of man, and without special interpretation to favor creed, color, party or partisan group, we make the declarations herein set forth."

The Independent Committee has filed the petitions of four candidates for election to the school board in November. One of these candidates is a past president of the county WCTU; one is a former school teacher; one is a food merchant; and the other is business manager of the Central Labor Union. The candidates are representative of a cross section of the civic life of Indianapolis. No attempt has been made by labor to secure a majority representation on the ticket, and no

promises have been demanded of the candidates other than that they subscribe to the statement of policy which places the education of the children before all other considerations. Both the candidates and the committee are carrying on an aggressive campaign. The outcome of this election will be determined on November 2.

The "Citizens" group is really worried for the first time in twelve years. They are working frantically. Letters have gone out to numerous business men pleading for more funds. They have set up a paid organization. They are soliciting the services of political ward and precinct leaders, hiring workers at the polls, carrying on a constant program of publicity in the newspapers, distributing large quantities of expensive literature from door to door, buying radio time, and otherwise spending thousands of dollars in their efforts to retain their strangle hold on the Indianapolis schools.

The "Citizens" group is making their main appeal to the public on the basis of economy. The school board this year reduced the tax rate seven cents on the dollar. The rate was 96 cents. They have cut it to 89 cents. This is probably the lowest rate for any city in the state of Indiana. The reduction was possible even after the labor groups had fought through a ten per cent increase for teachers and other school employees. What they would have cut it to if the representatives of the Central Labor Union had not been present at every meeting of the school board for months is beyond conjecture. The savings to the big tax payers have been made possible because the first "Citizens" school board did away with the automatic salary schedule for teachers.

In the final analysis, however, it has been the boys and girls of Indianapolis who have paid the cost through a lowered school efficiency and educational opportunity. Some citizens are at last beginning to realize this; and whether or not the correction is effected at this election, there will be more public interest manifested in the management of the schools during the coming years.

ST. PAUL UNIONS WIN CUMULATIVE SICK LEAVE

St. Paul can well lift its head with pride and look other progressive cities squarely in the eye. Cumulative sick leave for its teachers has become a reality.

This great gain is the latest goal reached by Locals 28 and 43 after careful research and endeavor. It brings to St. Paul teachers a feeling of security they have hitherto never been able to enjoy. With financial provision for the plan in the city budget, it becomes effective January 1, 1943.

The committee representing the teacher-federations worked assiduously for the realization of a liberal plan during the past two years. It met informally with the City Council last March and presented its recommendations, which were based on a survey of cumulative sick leave plans in operation elsewhere. This survey and the committee's recommendations formed the basis of discussion at a meeting with the Commissioner of Education on October 5, at which time the provisions of a proposed ordinance, authorizing the establishment of the plan, were considered and agreed upon.

The vigilance of the teacher-federations of St. Paul in the interests of their groups is shown in the movement to secure cumulative sick leave. It provides an excellent example for other locals which are taking forward steps in educational planning. Let "Nothing ventured, nothing gained," be the watchword of the courageous.

The complete text of the ordinance follows. It amends an ordinance passed in 1929, providing ten days' annual sick leave privileges, which remains in effect, but is extended to include cumulative privileges.

The Council of the City of St. Paul does ordain:

Section 1. That Ordinance No. 7034, approved January 2, 1929, as amended, be, and the same is hereby further amended by striking out Section 4 thereof, and by inserting in lieu thereof the following:

1. Appointees in the Department of Education employed under the provisions of this ordinance, may, after a continuous employment of six

months, receive leave of absence with pay on account of illness, subject to the following provisions:

(a) Each employee, whether employed on a 10 or 12 month basis, may be allowed a total of 10 days leave with pay in any school year.

(b) This provision shall apply to tenure teachers, teachers on probation who are working on an annual contract basis, supply teachers and assigned substitutes. It shall not apply to casual substitute teachers.

(c) Reports and medical certificates concerning each period of such absence shall be made under such regulations as may be determined by the Commissioner of Education.

2. Appointees with less than six months continuous service, may, after one month of continuous service, be allowed leave of absence with

one half pay on account of illness, for not to exceed five days absence.

3. Cumulative sick leave. Appointees in the Department of Education employed under the provisions of this ordinance, including those under tenure, and probationary employees working on an annual contract basis, who have been absent on leave for sickness less than 10 days in any calendar year may accumulate the unused portion of such leave up to a total of not exceeding 90 school days, provided, however, that such annual accumulation credit shall be limited to 8 days in any one calendar year. The granting of sick leaves out of such accumulated credits for leaves must be accompanied by a physician's certificate evidencing such sickness and approved by such physician in the employ of the Department of Education as the Commissioner may designate. Such leaves shall be granted with full pay. Leaves of absence when deemed necessary because of death in the employee's immediate family may be granted either out of the current sick leave allotment of 10 days per year or, if neces-

Philadelphia Starts Forum

In addition to its regular program of union activity, the Federation of Teachers, Local 3, is starting an ambitious educational program. The program consists of a series of lectures on the theme of freedom, to be given in conjunction with the regular membership meetings of the Federation. These lectures are being held in memory of the first honorary president of Local 3, Dr. Jesse H. Holmes, the beloved educator and trade unionist who died last June.

The speakers and the subjects for the Freedom Forum series are as follows:

1. "Planning For Freedom"—Louis Dolivet, Secretary-General, Free World Association, Friday, November 20, 1942.
2. "Freedom and Organization in Education"—Bertrand Russell, distinguished philosopher and member of Local 3, Friday, December 11, 1942.
3. A Symposium "Freedom For All" with Dr. Chih Meng, Director of the China Institute in America; Dr. Anup Singh, Editor, "India Today"; Walter White, Executive Secretary, NAACP, Friday, January 8, 1943.
4. "Political Weapons in the War for Freedom"—J. Alvarez Del Vayo, Former Minister for Foreign Affairs of the Spanish Republic, Friday, February 12, 1943.
5. "Freedom in a Technical Age."—Reinhold Niebuhr, Chairman, Union For Democratic Action, Friday, March 12, 1943.

A special auditorium has been hired for these occasions and the Federation has prepared an attractive booklet which will admit members and teachers interested in the Federation. The program has been prepared with the cooperation of the International Free World Association, the Union For Democratic Action and the NAACP. The planning and preparation of the Freedom Forum has been in charge of Harry Ferleger of the executive board of Local 3 who is also chairman of the Education Committee of the Central Labor Union.

sary, out of the cumulative sick leave credit. An initial accumulation of 5 school days for each full year of service (not exceeding ten years) shall be granted to each employee of the Department of Education employed under the provisions of this ordinance as of January 1, 1943.

4. On the recommendation of the Commissioner of Education, employees appointed under this ordinance who may be quarantined by the Health Officer because of contagious disease conditions affecting any school, may receive payment for time lost through such unavoidable cause, for a period of not to exceed 10 days in any one calendar year.

Section 2. This ordinance shall take effect and be in force January 1, 1943.

LENORE LINEHAN

* * *

571 CICERO, ILL.—Mrs. R. Randa, president of the Cicero Educational Council and Mr. F. J. Petru, president of the Board of Education, were guest speakers at the first meeting of the Cicero chapter of the West Suburban Teachers Union, October 19. Lucille Cannon and Gladys Boetcher, delegates to the national convention at Gary, gave their reports on the convention.

New York Teachers Union Fights Dismissal of 125 Teachers

2 NEW YORK CITY, N. Y.—More than a quarter of a million of attractive, forcefully-written pamphlets, directed to labor unions, parents and citizens are being distributed in the aggressive campaign against teacher ousters, launched by the Guild Committee on Dismissals last summer. Speakers before unions and parent organizations, powerful trade-union pressure, petitions to Mayor LaGuardia, and thousands of "War on the Schools" posters are being utilized in the campaign.

Organized labor has been cooperating wholeheartedly in the campaign. The Central Trades and Labor Council, with which the Guild is affiliated, presented a strong plea against dismissals at the Board of Education meeting on June 10.

The American Federation of Labor put its membership of 6,000,000 on record through a wire sent by its Committee on Education to the Board of Education at its June 24 meeting. This was the meeting during which the Board reduced the number of teacher dismissals from 125 to 40. The wire stated:

"American Federation of Labor

through its Committee on Education urges the New York City Board of Education to reconsider its action involving the dismissal from the public schools of 125 teachers. This action can only be regarded as a weakening of public education at a time when it should be strengthened to protect children subjected to the strain of war. It seems incredible that the richest city in the world could thus renounce its responsibility to its children and to the aims of the war."

The aggressive leadership of the Guild in the critical "June Days" and the energetic activity of Guild members brought more than three hundred new members into Local 2 during the past few months, announced Michael Glassman, chairman of the sub-committee on the membership campaign.

The Teachers Guild, Local 2, was the first teacher organization in New York to predict and call for action on the increase in juvenile delinquency in the city. In a leaflet, "Crime Does Not Pay—You Do," issued by the Guild early in the summer, it was pointed out that a 14 per cent reduction in crime would pay all the cost of education in America. That is the exact percentage by which juvenile delinquency has increased in New York City during the first six months of 1942.

England's wartime experience with youthful crime was described in the Guild pamphlet and an increase in delinquency in New York, resulting from overcrowded classes and a decrease in educational facilities was predicted. New Yorkers must now decide whether they prefer to pay for smaller classes in the schools and for more recreational and child guidance facilities, or for more prisons and correctional institutions.

* * *

200 SEATTLE, WASH.—Teachers in this school system were granted an increase in pay this year: one hundred dollars more to those receiving over nineteen hundred dollars, and \$150 for those receiving under nineteen hundred (from seven-teen to nineteen hundred dollars). The Seattle teachers were presented with five various plans.

The increase in pay was very inadequate, for Seattle is a city where, according to Department of Labor statistics, living costs have increased 19 per cent from January 1, 1941 to August, 1942.

How To KILL a Union

1. Don't attend meetings.
2. If you go, go late.
3. If the weather isn't pleasant, stay at home.
4. Don't accept any office; it's easier to criticize.
5. Never approve anything your officers or committees do.
6. Don't pay your dues until you have to.
7. Don't bother recruiting new members.
8. Insist on official notices being sent you but don't pay any attention to them when you get them.
9. Don't waste any courtesy at Union Meetings. It's up to your officers to "take it."
10. When you don't like what's going on, say so; but under no circumstances offer any constructive suggestions.
11. Devote most of your time to talking; let someone else do the work.
12. If elected a delegate to a higher union body or national convention, don't bother about attending sessions.
13. Then you can come home and report that the organization is in the hands of a political gang and that there's no use trying to do anything about it.
14. Look for hidden motives; don't credit brother or sister unionists with any ideals.
15. Don't co-operate with any officer or committee; make them co-operate with you.
16. Remember, you know more than anyone else about everything. If they don't agree with you, they're wrong.



ROBERT L. VANDERVEER, president of the AFT local of Saginaw, Mich., was appointed rent examiner in the OPA Rent Control Office. He feels that teachers should study the OPA setup for its educational implications. Rent control itself has made the nation's children more secure in their homes and has helped decrease the worry of parents and make for a more stable family life, Mr. Vanderveer points out.

680 ST. LOUIS, MO.—The Union has been assured of the Central Trades and Labor Union's support to try to persuade the Board of Education to change its methods of classifying their type of work. Under the current classification, vocational teachers must have a college degree or better to qualify for a higher pay rating.

The Local contended that instructors in purely vocational lines like carpentry, plumbing and other trades, who have long practical experience and can impart their technical knowledge intelligently, should not be compelled to meet educational standards which are required from teachers in the liberal arts and sciences.

* * *

692 DULUTH, MINN.—The Duluth teacher dismissal cases of Virgil Ging and Elizabeth Bunting has come up before the Supreme Court. The teachers won the decision in the district court, and the school board has appealed to the Supreme Court. The decision is still pending.

Other educational cases have also been before the courts. On October 7, the Minnesota Supreme Court

heard the case of Dr. John G. Rockwell, ousted state commissioner of education, who is appealing from the action of the state board of education, which ousted him. The Minnesota State Federation of Teachers is supporting Dr. Rockwell's case.

The district court in St. Paul handed down a decision for Dr. Eugene Carstater, ousted state director of vocational education, ordering the state board of education to reinstate him to his position. This is the third Carstater case which the state board of education has lost. One of the charges against Dr. Rockwell was that he did not support the dismissal of Dr. Carstater.

William Simmons has been elected president of the AFL Duluth Teachers Association, succeeding Earl Hauser. Others named are: Mr. Hauer, Guy Warren, Herbert Peterson, Christine Rud and Lillian Ekberg, vice presidents; Helen Childs, recording secretary; Gladys Anderson, corresponding secretary, and Esther Larson, treasurer. Warren Creel is the executive secretary, a fulltime position.

The Duluth board of education postponed action on a plan which would establish night school classes for Duluth seniors in order to permit them to work at shipyards and other defense industries during the daytime.

Andrew Olsen, the only labor unionist on the board, objected to the plan, contending that there are "many men trying to obtain jobs today and until the time comes when there is a need for these minors, I believe we should not discourage their educational program." He argued that it "is unfair for students in high school to go out and compete for jobs with those who have finished high school and part of college and are now looking for work."

The plan was first proposed by A. W. Taylor, a veteran member of the school board's Citizen Committee, who said a downtown Duluth merchant asked for the night school plan so that he could hire clerks in the daytime.

* * *

202 SUPERIOR, WIS.—Protesting the influence Scripps-Howard newspaper columnists, notably Westbrook Pegler, wield on the minds of impressionable high school youth, the Superior Federation of Labor recently took action to bring the other side of the labor picture into the view of local students. Fred Smith, with an assisting committee of the SFL, was appointed to address the Superior Council of Teachers at



ARTHUR G. LARSEN, member of the Rockford, Ill. AFT local, was appointed labor's representative on the Winnebago County Rationing Board. He is also the representative of labor on the executive committee of the Rockford Community and War Fund Chest, financial secretary of the Rockford CLU, and head of the Social Science department of Theodore Roosevelt Junior High School in Rockford.

one of its monthly meetings, to sketch briefly the history of Superior labor and describe its works.

A proposal was also discussed to petition the school board for a speaker from the ranks of labor to appear directly before the students to explain and counteract the "information" set forth by Pegler and his like.

* * *

337 ERIE, PA.—Erie Local realized a part of its program for 1942 when the Superintendent of Erie schools and the Board of Directors voted to give the Erie teachers a one hundred dollar bonus for the "duration." The teachers union had asked for a 15 per cent increase. An objective scale for promotions was also achieved. The Erie teachers were granted extra pay for extra work. Teachers in the grade schools were recompensed for time devoted during lunch hours to looking after the welfare of their pupils.

The coaches were placed on separate contracts for their extra curricular work. An objective schedule of salaries, separate from their teaching salaries, was established and immediately put into effect.

Chicago 'Stacks Cards Against Hitler'

1 CHICAGO, ILL.—The Illinois State Federation of Labor held its annual convention in Peoria, September 21-25. The delegates sent by the Chicago Teachers Union were Mr. Turley, Mr. Fewkes, Mrs. Raymoth, Miss Narbutt, Miss Herstein and Miss Polerecky. Mr. Turley served as secretary of the Education Committee. Mr. Fewkes was introduced as the new president of AFT.

Wholehearted support was given to the proposal of AFL for a minimum salary of \$1500 for American teachers. The convention also approved the progress of aid to dependent children and urged care of children whose mothers are engaged in war industries.

The Chicago Teachers Union believes, according to a recent statement, that teachers should be protected in case of disability or old age by a sound retirement system. It supports a flat pension system for Chicago with no differentiation in contributions or annuities on account of salary received or position held. The pension should be administered by a pension board of which two-thirds of the membership is elected by the contributors. Teachers under existing pension plans should be exempted from the Federal Social Security Act unless the contributors and annuitants by a two-thirds vote decide to participate.

"The cards are stacked against Hitler" and his crew at the annual card party of the Chicago Teachers Union at the Sherman Hotel, November 7, for the proceeds of the affair will be turned over to the use of the Service Men's Centers.

In the wartime emergency the Superintendent of Schools in Chicago has been forced to refuse some requests for sabbatical leaves. He is unable to find qualified substitutes in shops, mechanical drawing, mathematics, deaf-oral and other subjects.

In the October issue of the *Chicago Union Teacher*, a very timely article on recognizing the goose-step without the uniform has been sent from London, England, by David M. Nichol. An article on "Soviet Children in War Times" by Kornei Tchukovsky, a well-known Soviet literary critic and writer, and an article on "Education and the War Effort in England" by Hilda Beal, appear in this issue as the beginning of a series on children in the war, to be published throughout the year.

Other pertinent problems and dis-

cussions are covered by Henry Simon Bloch in "The Case Against the Sales Tax;" by Curtis D. MacDougall in "Public Responsibility of the Press;" and by Pvt. Paul H. Douglas in "To Feed the Spirit."

President Ira Turley met with representatives from other departments of the school system, to promote the salvage drive.

In the Service

422 AUGUSTA, GA.—Members of Union are making their contribution to the war effort. Nineteen teachers or former teachers of the Augusta school system, all members of the local, are in the service. They are: Lt. D. Weston Bennett, Lt. W. E. Templeton, L. E. Powell, Major J. M. Robertson, Capt. C. A. Royston, Lt. J. R. Wilkerson, Lt. George W. Ewing, E. M. Allen, W. E. Hardy, George H. Ridgway, Lynn Ogden, Jack Williams, A. E. Anderson, James D. Dickson, Elroy Dupuis, Benjamin Fishburne, Frank M. Harriess, Grover W. Carson, and H. M. Felder.

691 KANSAS CITY, MO.—A mass meeting of elementary and high school teachers was held at 8:00 P.M., May 27, in the auditorium of the Community Church. This was a public meeting, called by the Kansas City Federation of Teachers to present its program for participation in the solution of local school problems and for sponsoring legislation in the General Assembly for tenure, retirement, and a revision of the 1931 School Law of Missouri.

The chief feature of the meeting was a panel discussion of the topic, "The American Federation of Teachers Looks at School Problems," followed by discussion of questions from the floor. Ray M. Lawless, Junior College, was chairman. The panel speakers and their topics were as follows: Wm. E. Griffin, Lincoln High School, "Why Should Teachers Organize;" Maude F. Mueller, Southeast High School, "What the Federation Is Doing in Other Cities;" Mrs. Mary Woods, Attucks School, "Organized Labor's Support of Public Education;" Mrs. Fred Hager, member of the Women's Trade Union

League and for the past 18 years on the Social Service Committee of the Council of Churches, "How the Layman Looks at Our School Problems;" and Leonard T. Williams, president of the Central Labor Union, "How Labor, Through the Local and the State Setup, Can Assist Us in Our Legislative Needs."

A. O. Fisher, Central Junior High School, president of Local 691, and Florence Totten, Westport High School, secretary, also participated in the program.

* * *

449 CAMDEN COUNTY, N. J.—Through the cooperation of the Mayor and the Board of Education of Camden with the Camden County Federation of Teachers, salary increases totalling \$27,350 were received by 292 Camden teachers during July. These increases were given to teachers earning less than \$2,000 per year.

The Federation recommended that the increases be distributed as follows: teachers with one to five years of service, \$75; six to ten years, \$100; and over ten years, \$125. The Board concurred and the teachers affected, largely in the elementary schools, were notified accordingly.

In another resolution, concurring with a Federation recommendation, the Board made the increases retroactive to March 15. Each of the 292 teachers, therefore, received a back pay check for approximately one-third of the increases granted by the original resolution. The pay increases were given also to teachers in the armed forces and to those on leave of absence due to illness.

A general and substantial increase in pay is being considered for all teachers for 1943. A "single" salary schedule may be adopted during the current year. The Federation has prepared and submitted recommendations concerning a new salary schedule to the Camden Board of Education.

* * *

437 MERCER, N. J.—Miss Addie L. Weber, president of the New Jersey State Federation of Teachers and of the Mercer local, has been named chairman of the Education Committee of the Central Labor Union and member of its Grievance Committee. The Education Committee headed by Miss Weber, together with the Trenton AFL-CIO Joint Defense Council, is arranging a conference on day nurseries and child care for children whose mothers work in defense industries.

Michigan Teachers Wins Over Board

231 DETROIT, MICH.—History repeated itself last June when the Board of Education of Hamtramck voted to refuse contracts to 43 teachers, most of them married women and all of them with service records ranging from 15 to 20 years. One of those slated for dismissal was Mr. Warner Bates, Pulaski School Principal, who later testified in court that a member of the Board had proposed that a \$25 bribe be collected from each teacher in return for contracts and salary raises.

The Hamtramck Federation immediately went to court, challenging the Board's good faith in claiming economy as a motive, and asserting their tenure rights under the bylaws of the Hamtramck school system. The Board of Education argued its right to grant or withhold contracts at will, without regard to merit or seniority, and cited state school law and court decisions to support its contention.

When in the midst of court proceedings the Hamtramck Board moved to abolish the bylaws of the Hamtramck school system, existing under the famous Hamtramck Code, an injunction was issued by the court, reinstating the Code and forbidding interference with the status of teachers. Hamtramck teachers therefore enjoyed a quiet opening of school, returning to their duties under the blanket security of this court order, issued to protect their status until final settlement of the suit.

Hamtramck teachers are heartened by indications that the people of Hamtramck are rising in indignation against the Board of Education. The Tax Payers Association wrote the governor, the state superintendent, and the prosecutor, demanding removal of four of the seven-man Board. Recently this Association started a suit against the Board for a refund of "illegally collected salaries." They asked for an order to stop payment of salaries to the school Board.

Each of the members of the Board has been receiving a salary of \$700 each year, although the Michigan State Code passed in 1923 provides that, with the exception of treasurer and secretary, no members of the board of education of a third class city shall receive any compensation unless authorized by the electors of the school district. In Hamtramck, the electors have never voted these salaries.

377 BUFFALO, N. Y.—A joint committee representing Buffalo City Employees is now holding meetings with Mayor Kelly and other city officials to press for an emergency bonus of \$300 for all city employees, including teachers, "for the duration." In the same boat, swamped by the same rises in the living costs, practically all organizations were finally ready to forget differences and unite in seeking an emergency cost-of-living bonus.

The Buffalo Teachers Union and the Industrial Teachers Association decided to affiliate and work along with the others, but the Buffalo Teachers Federation representative announced that he felt nothing could be gained for the teachers by going along with the other civil service groups! Last year the groups worked individually and got nowhere, a sharp contrast to the favorable reception given by the city administration to the Plan of the Joint Committee this year.

Receives Wheelbarrow

When Nathan H. Weeks, former Union president, retired after 39 years of service in the Des Moines, Iowa, school system, Local 600, knowing his penchant for gardening, presented him with a sturdy and entirely practical wheelbarrow. The Union voiced its deep appreciation of Mr. Weeks' leadership and pointed out the aptness of the gift as "a concrete symbol of the sympathy and understanding with working people in every walk of life that characterize the liberal teacher."

The Ford Local of UAW-CIO has recently passed a resolution endorsing the request of the AFT for increased salaries for the Fordson teachers.

Local 508, St. Louis County, Minn., has asked for a wage increase from the county board of education.

Ohio Adopts War Program

The War Program Committee of the Ohio Federation of Teachers met during the national AFT convention at Gary. The following check list of suggested activities was approved:

1. Since the children in the schools today will build the world of tomorrow, there is greater need for sound methods of instruction in the classroom than ever before in the history of the nation. The first duty of the teacher in wartime is to teach better than ever.

2. Teachers should participate in civilian defense and war service activities to as great an extent as possible, bearing in mind their primary responsibility for the care, protection and education of children.

3. Union teachers should carefully educate local labor groups as to the educational program of the 1941 convention of the AFL. This convention emphatically condemned cutting of school budgets and curtailment of educational facilities.

4. The educational program of the AFL, published in 1941, outlines a general policy in education for war and peace. This program should be sponsored by organized labor in local communities.

5. Special effort should be made to prevent the dismissal of teachers and overcrowding of classrooms under the guise of economy.

6. Union teachers should urge local school boards to provide adequate safeguards for teachers in military services, whether by conscription or enlistment. Such should be guaranteed reemployment following such service, without any impairment of professional status or tenure. School boards and colleges should continue their contributions to the State Teachers' Retirement System during the period of service.

7. As women are called increasingly into industry, community nursery schools, properly staffed, should be established wherever needed.

8. With government help available, low cost programs for hot school lunches should be put into operation.

9. Increased local support for the maintenance of public schools, together with increased state and federal aid, should be stressed.

10. Action should take precedence over words. No war can be won merely by declarations and resolutions.

Members of the War Program Committee of the OFT were J. C. Chapin, Marie Schwanke, Mary E. Casad, Theron Bliss, Joseph Landis and David C. Williams.

332 BUTTE, MONT.—According to Lucille M. McQuaig, chairman of the Publicity Committee, members of the Butte Teachers Union have gone on record as being 100 per cent in favor of the "10 per cent Plan." They have asked the clerk of school district No. 1 to deduct a specific amount from their October pay checks and from each following check for the year 1942-43.

At a meeting of the Butte Teachers Union held last spring, a committee was appointed to call upon the school board and ask them for a raise in salaries for Butte teachers, based upon the facts that the cost of living has risen greatly and income taxes next year have been increased. A raise of 20 dollars per month was asked, although there was no great hope of receiving that amount.

The help of the Silver Bow Trades and Labor Council was enlisted, and each member of the board was contacted individually by the Council committee and the Union committee with the result that the board finally agreed to cut various other expense items to the extent of affording a bonus of 45 dollars to each teacher, janitor, janitress and school nurse in the district, or five dollars per month. The board, however, agreed to consider teachers first in case any additional money could be raised.

* * *

695 OMAHA, NEB.—The local has just completed an excellent insurance program for their members. They are offering to the teachers of Omaha health and accident insurance and hospitalization for a very nominal price. The coverage is excellent, paying for first day sickness. The policy is non-cancelable; no riders can be attached; and it will cover any and all sicknesses and accidents. The policy is not restricted, as are many of the group plans for various other organizations. Any local interested in purchasing this same program through the Omaha local, or in forming a group of its own, may do so. AFT members interested should write to the Executive Secretary of the Omaha local, Mr. F. A. Huggenberger, 4720 North 36th Street, Omaha, Neb.

* * *

61 SAN FRANCISCO, CAL.—The San Francisco Board of Education by a unanimous vote placed the controversy over the Rugg textbooks in the hands of a group of educators to be named by the heads of the University of Cali-



S. EUGENE ALLEN, editor of the "Oregon Labor Press," official publication of the Oregon State Federation of Labor, was elected director of the Portland, Oregon school district, for a term of four years. He received the highest vote ever given a candidate for that position, and is the youngest member ever to serve on the Portland school board. He is 27 years of age and is a graduate of the University of Oregon. Mr. Allen has been active in efforts to secure restoration of cuts in Portland teachers' pay.

Another labor appointment is that of August J. Wiegand, president of the Fort Wayne, Indiana, Federation of Labor to Fort Wayne's board of school trustees, by the mayor of the city, for a term of four years.

fornia, Stanford, Dominican Convent, Santa Clara, University of California at Los Angeles, Mills College and the University of San Francisco.

The group thus named will be asked to decide whether the series of textbooks, whose author is Dr. Harold Rugg of Columbia University, should be banned from the junior high schools of the city. A suggestion by Superintendent of Schools Nourse that the textbooks be banned immediately was rejected by the Board.

The San Francisco Labor Council has expressed its approval of continuing the use of the Rugg books, the subject having been introduced in the Council by delegates from Local 61.

89 ATLANTA, GA.—Thirty-three teachers from Atlanta are on military leave. Two active members of the Teachers Union were elected as principals—George McCord, who will serve as principal of Murphy Junior High School, and Ruth Satterfield, who was elected as elementary principal. Mrs. Satterfield is serving now as financial secretary of the union.

President Ira Jarrell, Roy Davis and G. Y. Smith were the Atlantic Public School Teachers Association's delegates to the national AFT convention at Gary. Miss Jarrell took part in a panel discussion on the subject, "War Activities of AFT Locals."

The Atlanta City Council has agreed to appropriate \$75,000 to the Board of Education in order to include the school employes in the continuation of the 10 per cent increase in salaries for three more months.

* * *

515 HUDSON, N. J.—Eight new members from Bayonne have been accepted into the Hudson local and the organizing committee indicates the entrance of 20 more is anticipated in the near future. The local received with regret the resignation of President William Long, who has entered a defense industry.

* * *

3 PHILADELPHIA, PA.—It is the suggestion of the War Activities Committee of the Philadelphia Local that some plan be drawn up for the entertainment of AFT members who are in the armed forces of the United States, stationed at camps near AFT locals. Mutual interests of union members may provide another means of comradeship and entertainment for those away from home.

The Union would like to have the names of any AFT member who is in the army or navy at any station near or around Philadelphia. It plans to do what it can to provide for the entertainment of such service men during their stay in the vicinity.

* * *

31 SACRAMENTO, CALIF.—At the last meeting of the Union, the following members were elected to serve as officers: president, Vernon Michelson; vice president, Celia Dahringer; corresponding secretary, Margaret Mix; recording secretary, Ann Mudge; treasurer, Theodore De Polo; delegates at large: E. I. Cook and Carl Winter; delegates to Federated Trades Council: A. G. Cummings and Ruth Dodds.

59 MINNEAPOLIS, MINN.—On September 8 the city of Minneapolis voted on a charter amendment which would have raised taxes three mills, the additional revenue to be used for schools. The amendment failed to pass. The leading paper of Minneapolis came out against it in an editorial, the argument of the "leading citizens" being that this school board should be granted no more money.

The executive board of the Minneapolis Citizens' Committee on Public Education issued the following statement during the campaign: "The best estimates for the year of 1943 show that even with drastic economies, many of which must be only temporary, the city school budget will lack approximately

\$700,000. This is approximately the revenue from three mills. This is after schools recommended for closing have been closed, personnel reduced, new textbooks and supplies eliminated and health and physical education facilities pared below a desirable standard."

Twenty-one schools were closed. Dr. George Works, head of the governor's survey, has said emphatically that Minneapolis can spend its money to better advantage than by keeping open old, outmoded and expensive buildings partly filled with pupils. He also states that better results would be achieved by using the money saved by closing schools for the payment of salaries which are below average all along the line for school board employees.

687 ANDERSON, IND.—The teachers union of Madison County is a newly organized group. It attributes its success and growth in a large part to the cooperative interests of Locals 519 and 666, according to the secretary. The local represents the Madison County group of teachers, which is divided into fourteen townships.

This AFT group has succeeded in establishing salary scales which are quite complimentary to rural districts.

Boston AFT Adopts Rationing Rules

The Boston Federation of Teachers, Local 441, takes the following position in regard to rationing:

"Rationing will be one of the most important tasks to be done through the schools again this year. We feel that much inefficiency and a few cases of injustice arose last year during the rationing periods. In order to avoid a repetition of these and to facilitate essential war work we urge the full and democratic participation of teachers in the planning and administration of rationing. We make the following recommendations:

1. A rationing board of teachers elected from each school or district should be set up to participate in planning the work, and in administering rationing.

2. Parents, students, clubs and others willing to aid in rationing should be registered. Teachers could give instructions to such groups on the work. Rationing is of concern to the whole community, and more people must be enlisted for the work if the schools and teachers are not to be overburdened.

3. Schools should not be closed at any time. Education and care of children is an essential part of our war effort. The entrance of mothers into war industries and the danger of air raids make it necessary for children to be at school. Rationing should be planned for afternoons, evenings or weekends.

4. An unequivocal statement by the school committee that rationing is entirely voluntary on the part of the teachers, and that no deduction from pay be imposed due to failure to ration for any reason will clear away much of the misunderstanding that has arisen."

VOTE NO **X**



● Raising Local Taxes Means Less Money for Fighting Machines... Win the War First!

● Should We Save the School Board's Face... While Our Boys Are Fighting for Their Lives?

● Uncle Sam

● President Roosevelt Asks That Local Taxes Be Held Down... Needs Your Utmost Finances

● Threat of Closing Schools Used to Influence VOTERS SEPT. 8

The above paid ad against increasing the tax levy for schools appeared in the "Minneapolis Star Journal" September 7, 1942. The next day, the levy was defeated. Teachers' salaries in Minneapolis are far below the average for cities of its size. Twenty-one schools have been closed recently.

Secretary- Treasurer's Page

STROLLING through the semi-darkened streets of Toronto, Canada, this Sunday evening, after a busy day of work on the education committee report of the American Federation of Labor Convention, I came upon a Canadian citizen haranguing a small crowd on a prominent street corner. In fact, there were orators on three successive street corners giving vigorous evidence that freedom of speech still exists in Canada after three years of total war. Strangely enough, one speaker had diagrammed his message in detail on a huge chart chalked on the smooth pavement.

As I passed one of these impassioned orators of Yonge Street, I was impressed by the significance of his fiery words, "Something has gotta be done!" Those who recall the struggles of second year Latin will recognize in this statement a splendid example of the passive periphrastic—*something is to be done, ought to be done, should be done*. Those who are thinking in terms of the war effort and the all-out struggle for democracy will recognize in the statement the words of the emotional "for God's saker" who cries for action from the others, but does little himself actually to contribute to victory. He is one of the "passive periphrastic strategists" who know that something has gotta be done—*Hitler delendus est!*—but by someone other than himself. This lone apostle on the streets of Toronto has expressed in his boorish oratory the philosophy of countless writers in the United States who proclaim in erudite diction what must be done by others, but shrink from the implementation of their own social agenda. These men, like the man in the street, are the scholars of the passive periphrastic.

But Toronto is far from being a city of the passive periphrastic. It is truly a city of the active periphrastic in the indicative mood—*we are about to do something—we are doing something—we shall do something*. The streets are full of stalwart, well-mannered, determined Canadian soldiers, *men of the active periphrastic*. The uniforms of hundreds of

these men are proudly graced by the wings of the Royal Canadian Air Force. In no city of America or Europe have I ever seen a more impressive group of fighting men. As we watched a large detachment of Canadian infantry march down the street to martial music and right turn into the Union Depot, we could think of only one word, "VICTORY." Hundreds of young women also are in uniform and going about their respective duties.

The citizens of Toronto are courteous, industrious, and even jovial despite the sad casualty lists in the daily papers. The war is cutting deeply into the hearts of the splendid people who are our neighbors to the north. The hospitality and friendship shown to the delegates of the American Federation of Labor Convention constitute an overwhelming demonstration of the oneness of our battle for democracy and our determination to crush the common enemy.

Last Friday evening the AFT delegates had dinner with leaders of the Teachers Federation of Toronto and the Province of Ontario. More than 90% of the teachers of Ontario are members of this Canadian Federation, which operates in similar fashion to the National Union of Teachers of England. In case a board of education dismisses a teacher unfairly, the Federation declares the Board "unfair" and no member of the organization will accept the position. In four provinces of Canada laws have been enacted which prevent a teacher from teaching without a card in the Federation. Thus the teachers of Canada also are citizens of the active periphrastic.

This evening the AFT delegates had dinner with the fraternal delegates from England and Canada. We were deeply saddened by the story of the tragic effects of total war in England, but inspired by the unfailing fortitude of our British allies. A British delegate remarked casually, "The windows go first, then the tiles on the roof. One morning after the blitz there were only the rafters of houses in our street as far as I could see . . . The carpenter who came to repair my house was so blown to bits on the way home that no trace of him was ever found. I seem always to see his face when I walk down the street!"

IRVIN R. KUENZLI.

President's Page

E DUCATION is accused by many of having failed to meet its full responsibility in the past 25 years. Although it is easy to refute that statement to a great extent, enough of truth remains to cause us to eye the future with deep concern.

A considerable amount of effort and thought is being expended by educators, by government and by military authorities on adapting the program of the schools to offer the best possible help to the war effort. The recent Institute on Education and the War, called by Commissioner of Education John Studebaker, listened to high-ranking military authorities and to heads of the federal departments interested in the prosecution of the war tell what was expected of our schools and colleges. A program designed to give the most practicable wartime education to our boys and girls was then set up and adopted.

Unfortunately, the Office of Education made its usual mistake of consulting the administrative group largely, and almost completely ignored consultation with the classroom teachers who must be relied upon in the final instance to carry out any plan decided upon.

The American Federation of Teachers must and will bend every effort towards assisting in the program to coordinate our schools with our all-out war effort. Let us, however, keep thinking in terms of a long-range program of education that will meet the challenge of the war and of the future.

I would like to suggest that the most practical and needed step in solving the educational problems of the United States of America is the establishment of a United States Department of Education with a Secretary of Education seated on the Cabinet of the President. While not new, this idea seems to be worthy of reconsideration in the light of recent developments and present day needs.

Many of our high officials in governmental and military circles have recently made strong statements to the effect that education was the hope of civilization, the foundation stone of

democratic government, and the first line of defense for our nation. It is evidently their thought that even our military forces must be taught how to use modern weapons or they prove to be liabilities rather than assets on the field of battle. If we are to pay more than lip service to education, and if we are to lay such heavy responsibility upon the schools, then it seems only fair and good sense that a logical and practical organization of educational institutions and departments be effected at once. The haphazard scattering of educational work and services through the WPA, NYA, CCC, WEB, and the Office of Education while, undoubtedly necessary at the time, has to some extent been a waste of effort and public funds and has caused to develop conflicts over areas of activity. It would seem that we are now at the point where we could profit by our experiences and consolidate all of these agencies under a U. S. Department of Education.

If education is as vital as we are told and as most thinking people honestly believe, then it deserves to have financial aid from the federal government. The loss of state and local control need not be feared any more for education than for federal taxation. The price of freedom is eternal vigilance, and the citizens must always be on guard against too much federal control or regimentation. It is self-evident however that the only way to secure equalization of educational opportunity throughout the states is by federal aid to those states that are not financially able to maintain adequate public schools.

A well-coordinated program of education for youth and adults must be worked out, and it is only necessary to witness the present conflict of agencies to realize that only careful and speedy planning now will prevent chaos in education during and after the war.

Only the education of all of the children of all of the people of our nation and the world will ever assure us of a lasting peace. No race of men has a monopoly on intelligence or genius; and the world needs to tap every resource lying in the hearts and minds of all men—regardless of race, creed or color—if its problems are to be solved, and the brotherhood of mankind eventually established.

JOHN M. FEWKES.

The Contributors

WILLARD W. BEATTY is director of Indian Education and former president of the Progressive Education Association.

SELMA BORCHARDT is a long-time AFT member, now national vice-president and legislative representative. She was a delegate to the Toronto Convention.

THEODORE BRAMELD is a Union member who teaches at the University of Minnesota.

FLORENCE CLARK is a member of Local 1 who does her work in the field of counseling and guidance.

JOHN M. FEWKES is president of AFT.

IRVIN R. KUENZLI is secretary-treasurer of AFT.

ALFRED BAKER LEWIS is interested in workers' education and a member of the AFT.

Members will be interested to know that the February issue will be a special one on "Education, the War and the Peace," to be planned in cooperation with the new national AFT commission on this problem, headed by Dr. John Childs.

THE AMERICAN FEDERATION OF TEACHERS

506 South Wabash Avenue, Chicago, Illinois

National Executive Council 1942-43

JOHN M. FEWKES,
President
506 S. WABASH AVENUE
CHICAGO, ILLINOIS

IRVIN R. KUENZLI,
Sec'y-Treas.
506 S. WABASH AVENUE
CHICAGO, ILLINOIS

VICE-PRESIDENTS

JOHN D. CONNORS
24 Logan Ave.
Medford, Mass.

JOSEPH F. LANDIS
967 Elbon Road
Cleveland Heights, O.

GEORGE S. COUNTS
525 W. 120th St.
New York, N. Y.

FRANCES MASTERSON
14 Oakland St.
Lowell, Mass.

RUTH DODDS
1614 26th Street
Sacramento, Calif.

MARY E. MCGOUGH
1701 James Ave.
St. Paul, Minn.

ARTHUR A. ELDER
2712 Lawrence
Detroit, Mich.

STANTON SMITH
206 Fergar Bldg.
Chattanooga, Tenn.

CHAS. M. ETHEREDGE
202½ Forest Ave.
Augusta, Ga.

HELEN TAGGART
4601 Woodlawn Ave.
Chicago, Ill.

MARION NATALIE
FENELON
2657 Harrison St.
Gary, Ind.

HENRY ZABER
2025 W. 'A' St.
Bellefonte, Ill.

J. C. HARGER
R. 1
Danville, Ind.

SELMA M. BORCHARDT
1741 Park Road, N.W.,
Washington, D. C.
Vice President and
Legislative
Representative

LILA A. HUNTER
2403 N. 41st St.
Seattle, Wash.

AFT LITERATURE

Price List

Title	Cost Per 100
1. Information About the AFT.....	\$.35
2. Can Teachers Unions Be Called Out on Strike?.....	.25
3. What 17c Will Do in AFT Dues.....	.35
4. The Constitution of the AFT.....	1.50
5. A Critical Evaluation of the AFT (Aileen W. Robinson).....each	.50
6. Teachers Should Organize (Frank Baker)	2.00
7. Facts	1.50
8. Organized Labor and the Public Schools (Irvin Kuenzli).....	.75
9. The Function of Teachers Unions in Colleges (Jerome Davis).....	.50
10. A Challenge to Classroom Teachers (Desk Blotter).....	.50
11. Labor & Education.....each	.10
12. Labor's Program of Education.....	.50
13. Labor, Education, and Democracy...	.50
14. Labor's Stand on School Finance...	.50
15. Why I Joined.....	.50
16. If You Are in Doubt.....	.50
17. Questions and Answers.....	.50
18. Chicago50
19. Declarations of the AFL on Education	.50
20. "An Appreciation of an Important Editorial"50
21. Education—The War and the Peace	1.00
22. Labor and the Schools In the Present Crisis (Blotter).....	.50
23. Labor, Education, and The War in 1942 (Excerpts from Education Pro- gram of 1942 AFL Convention).....	1.00



AFT PINS AND BUTTONS

\$5.50 each; \$55.00 per dozen; \$38.00 per hundred
AFT Keys.....\$1.00 each